







USAID's Teacher Education Project

Quarterly Report: January 1st - March 31st, 2012

Cooperative Agreement: AID-391-A-11-0001

Submitted to: U.S. Agency for International Development (USAID)/Pakistan

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Quarterly Progress Report: January 1st – March 31st, 2012

Sponsoring USAID Office: USAID/Pakistan

Cooperative Agreement Number: AID-319-A-11-00001

Grantee: Education Development Center, Inc. (EDC)

Date of Submission: April 20, 2012

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Acronyms

Accompanie	
ADE	Associate Degree in Education
AJK	Azad Jammu and Kashmir
AIOU	Allama Iqbal Open University
AKU-IED	Agha Khan University – Institute for Educational Development
B.Ed.	Bachelors in Education
BISE	Board of Intermediate & Secondary Education
BLM	Blended Learning Module
BoC	Bureau of Curriculum
BOCEC	Bureau of Curriculum and Extension Centre
BZU	Bahauddin Zakariya University
CDM	Camp Dresser and McKee Inc.
CIP	College Improvement Plan
CRISP	Centre for Rehabilitation and Infrastructure Program
СТ	Certificate of Teaching
DCRD	Directorate of Curriculum and Research Development
DSD	Directorate of Staff Development
EDC	Education Development Centre, Inc.
EMIS	Education Management Information System
EPDC	Education Policy and Data Centre
EST	Elementary School Teacher
FE	Formative Evaluation
FATA	Federally Administered Tribal Areas
FJWU	Fatima Jinnah Women University
FM	Foundation Module
GB	Gilgit-Baltistan
GCET	Government College for Elementary Teachers
GECE	Government Elementary College for Education
GU	Gomal University
HEC	Higher Education Commission
HIPE	High-level Interactive Projections in Education
HU	Hazara University
ICT	Information Communication Technology
IER	Institute of Education and Research
KIU	Karakorum International University
KPK	Khyber Pakhtunkhwa
LoA	Letter of Agreement
LoP	Life of Project Work Plan
LoU	Letter of Understanding
M&E	Monitoring and Evaluation
ME&R	Monitoring, Evaluation, and Research
MoE	Ministry of Education
MoU	Memorandum of Understanding
NACTE	National Accreditation Council for Teacher Education
NAHE	National Academy for Higher Education
NCRC	National Curriculum Review Committee
NDIE	Notre Dame Institute of Education
HUL	Hote Dame Inditate of Education

NTS	National Testing Service
PDI	Professional Development Institute
PITE	Provincial Institute of Teacher Education
PKR	Pakistani Rupee
PMP	Performance Monitoring Plan
PPR	Performance Plan Report
PSC	Provincial Steering Committee
PTC	Primary Teaching Certificate
PU	Punjab University
REAC	Research Evaluation and Advisory Committee
RFP	Request for Proposal
SALU	Shah Abdul Latif University
SBKW	Sardar Bahadur Khan Women University
SST	Secondary School Teacher
STTP	Short-Term Training Program
SU	University of Sindh
TES	Teacher Education Strategy
UAJK	University of Azad Jammu and Kashmir
UE	University of Education, Lahore
UoK	University of Karachi
UoP	University of Peshawar
TC-CU	Teachers College – Columbia University

Executive Summary

Building upon activities from the previous quarter, USAID's Teacher Education Project undertook several important initiatives during the reporting period January through March 2012. Increasing its emphasis on capacity development and training, the project worked closely with the Higher Education Commission (HEC), provincial education departments, and partner colleges and universities to effectively implement activities related to the expansion and delivery of the two-year associate degree in education (ADE) and four-year bachelor of education honours [B.Ed. (Hons.)] programs. The quarter began with the project's Second National Consultative Interchange in Islamabad, which provided an excellent opportunity for all stakeholders to provide feedback on the Life of Project (LoP) and Fiscal Year (FY) 2012 work plan and to agree upon the work plan for the remaining year. The following section briefly summarizes key project activities and achievements.

Provincial Strategic Planning

This quarter, staff from USAID's Teacher Education Project and Teachers College, Columbia University (TC-CU) worked closely with the provincial teacher education task forces to assist them with further development of their strategic plans on teacher education. The project organized seven meetings on draft Teacher Education Strategy 2018 (TES 2018) during this quarter, which were attended by taskforce members from all regions of the country. The quarter began with a national workshop on Teacher Education Strategy, which was attended by task force members from across the country.

University Strategic Planning

USAID's Teacher Education Project organized eight strategic planning workshops this quarter, which were attended by 101 task force members from 10 universities. Through technical assistance from the project, five Cohort I institutes completed their strategic plans. Three universities out of six from Cohort II identified their respective task forces and began work on a situational analysis of their strategic plans.

Technical Assistance for Infrastructure Projects

To effectively implement the recently introduced ADE and B.Ed. (Hons.) degree programs in selected universities, USAID, in partnership with CDM Smith and USAID's Teacher Education Project is constructing Faculty of Education buildings at six partner universities and renovating one existing building. A ceremony was held during this quarter to mark the signing of the project's memoranda of understanding (MoU) at the Higher Education Commission (HEC). Also during the reporting period, the building design for the Faculty of Education Hazara University (HU) was completed after input from USAID's Teacher Education Project curriculum experts and consultations with university faculty members.

College Improvement Planning (CIP)

The College Improvement Planning (CIP) process was initiated in all the provinces and regions during this quarter. Representatives from apex institutions, principals, and senior faculty members of Cohort I and II colleges attended a series of one-day orientation workshops at the regional headquarters (Table 5). Also during this quarter, USAID's Teacher Education Project hired Provincial Strategic Planning Coordinators for Sindh, Khyber Pakhtunkhwa (KPK), and Punjab to assist colleges in developing and implementing their CIPs.

Revision of Recruitment Rules for Elementary Teachers

This quarter, through efforts of USAID's Teacher Education Project, the Department of Education (KPK) incorporated the ADE as a qualification for the recruitment of elementary school teachers. Furthermore, the service rules for Gilgit Baltistan were finalized and approved for the elementary school teachers, and ADE graduates are designated as grade 14 on the pay scale. The project has hired consultants to help expedite changes to the service and recruitment rules in the remaining provinces.

Course Development

USAID's Teacher Education Project in collaboration with curriculum advisors from Teachers College, Columbia University, organized seven course design workshops during the period to prepare drafts of syllabi and course guides for ADE and B.Ed. (Hons.) degree programs. Ninety-seven participants attended these workshops. As a result of these activities, faculty members from the project's partner colleges and universities were able to develop course syllabi, personalized teaching guides and support materials to teach ADE and B.Ed. (Hons.) courses.

Professional Development Activities

The professional development teams of USAID's Teacher Education Project continued with the selection of master trainers in provinces where this process had not been completed. Fifty-four individuals (of whom 17 are female) have been notified by their respective apex bodies during the reporting period and are now working alongside professional development specialists from USAID's Teacher Education Project in the 49 colleges and Regional Institutes for Teacher Education (RITEs) offering the ADE program. Similarly, the project began offering Foundation Module 3 (FM-3) during the reporting period. A total of 199 faculty members (133 male and 66 female) from 17 colleges in Sindh and Balochistan took part in FM-3 workshops.

Research

During this quarter, 18 research teams developed their research proposals. From these 18 proposals, the Research Evaluation and Advisory Committee (REAC) reviewed 12 proposals. Also during the reporting period, two ceremonies to award research grants to research teams were organized. USAID's Teacher Education Project presented the research grant awards to the Vice Chancellors of the University of Education Lahore and Hazara University. Furthermore, fifty-nine participants attended a four-day national seminar for research team members organized by USAID's Teacher Education Project.

USAID Merit And Needs-Based Scholarships

In order to attract strong teacher candidates into the recently introduced B.Ed. (Hons.) and ADE programs, USAID's Teacher Education Project is providing merit and needs based scholarships. This quarter, a total of 278 scholarship grants with a value of PKR 5,560,000 were awarded to Cohort I students from four universities and six colleges in Punjab, Khyber Pakhtunkhwa and Balochistan.

Sustainability of Project Initiatives

Stakeholders of USAID's Teacher Education Project (Pre-STEP) undertook several policy decisions during this quarter to sustain and expand teacher education initiatives beyond the life of the project. Foremost, the MoUs that have been signed with universities for the construction and rehabilitation of Faculty of Education

buildings stipulate that these tasks will be linked to the universities' intentions to offer and effectively implement the new ADE and B.Ed. (Hons.) degree programs. Since provincial apex institutions were closely involved in the college improvement plan (CIP) development process during the quarter, it is anticipated that apex institutions will now closely monitor and support the CIPs and that the respective apex bodies will endorse the plans. Once the project completes its tenure, these monitoring and support functions will continue.

Monitoring and Evaluation (M&E)

The M&E database was further developed to streamline the process of data gathering and to standardize and ensure consistency of data gathered throughout the life of the project. As for this quarter, 62% of the annual target for participants trained was achieved, with nearly 45% female participation. A total of 43 trainings were held during the reporting period, which were attended by 1,122 participants, including 504 females. The data for student enrollment in the ADE and B.Ed. (Hons.) programs was also updated. A total of 2,673 students are enrolled, out of which female enrollment is 1,715. Female enrollment constitutes 64% of total enrollment in the ADE and B.Ed. (Hons.) programs.

USAID's Teacher Education Project at a Glance

USAID's Teacher Education Project is a 30-month initiative funded by the Government of the United States of America through the United States Agency for International Development (USAID). Administered by Education Development Center (EDC) in partnership with Teachers College, Columbia University, the project assists the Government of Pakistan in strengthening the basic education sector by institutionalising reforms that improve the quality of pre-service teacher education.

The project helps both new and practising teachers upgrade their qualifications by pursuing the newly introduced two-year associate degree in education (ADE) and four-year bachelor of education [B.Ed. (Hons.)]. The strategy entails working closely with the Higher Education Commission (HEC), provincial departments of education, and teacher training institutes across the country.

The project builds upon existing institutional structures and directly supports 15 Pakistani universities and 75 government colleges for elementary teachers (GCETs) in order to raise the academic standards in teacher education programs. Each province determines its own plans and priorities in the area of pre-service teacher education, and the project provides technical assistance in developing and strengthening systems, policies, and structures that will ensure better implementation of standards-based teacher education programs.

The result will be better-informed instructors graduating from colleges and universities with the knowledge, skills, and dispositions required to meet Pakistan's National Professional Standards for Teachers. The three primary objectives of the program are as follows:

Project Objective 1:

Improved systems and policies that support teachers, teacher educators, and educational managers

USAID's Teacher Education Project will improve systems and policies supporting teachers and education managers by:

- i. Mapping teacher needs and preparing plans for meeting teacher demand in the
- ii. Completing revision of teaching standards and developing standards for education managers
- iii. Supporting provincial departments of education in developing proposals for licensing and accreditation of teachers and education managers
- iv. Defining the minimum requirements for professional development
- v. Getting amended recruitment and service rules of teachers approved
- vi. Providing strategic planning and material support to selected faculties of education of universities and government colleges for teacher training

Project Objective 2:

Support HEC and Ministry of Education (MoE) teacher institutes to develop/revise, evaluate and finalize standards, curricula and modules for pre-service teacher education degrees

USAID's Teacher Education Project will support the pre-service teacher education programs of the Higher Education Commission (HEC) and Ministry of Education (MOE) by:

- i. Providing material support to faculties of education at selected partner universities, colleges, and provincial apex bodies for teacher education
- ii. Continuing to provide Ph.D. training for the eight faculty of the selected partner universities completing their doctoral programs in the US through the life of the project
- iii. Developing the capacity of teaching faculty to create and refine curricula, detailed syllabi, and course guides for courses included in the HEC scheme of studies for the two-year ADE and four-year B.Ed. (Hons.) Programs
- iv. Offering and evaluating the new B.Ed. (Hons.) curriculum and providing technical assistance that will enable colleges and universities to improve delivery of their programs
- v. Assisting in the establishment of knowledge and skills standards for new teachers

Project Objective 3:

Develop a plan for implementing the new curricula for both new and existing teachers

USAID's Teacher Education Project will prepare a plan to implement the new curriculum that includes:

- i. Providing scholarships for new teachers
- ii. Providing scholarships that will enable in-service teachers to upgrade their qualifications
- iii. Building the capacity of government colleges to deliver the new programs
- iv. Initiating dialogue with provincial governments and partner institutions on possible options for upgrading existing teacher qualifications

The three objectives listed above directly relate to the USAID Strategic Objective 3 Results Framework, which is as follows:

USAID Strategic Objective 3

Increased knowledge, training, and infrastructure to improve the quality of education for females and males throughout Pakistan

IR 3.1: Strengthened education sector policy-making and planning

Indicator

 Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services

IR 3.2: Improved capacity of teachers and education administrators

Indicators

- Number of teachers/educators trained with US government (USG) support
- Number of administrators and officials trained
- Number of textbooks and other teaching and learning materials provided with USG assistance

IR 3.3: Operational plan

Indicators

- Number of adult learners enrolled in USG-supported schools or equivalent non-school based settings
- Number of classrooms repaired with USG assistance
- Number of classrooms constructed with USG assistance
- Number of PTA or similar school governance structures supported

*/R 3.4: Improved access to and delivery of education services

Indicators

- Number of learners enrolled in USG-supported pre-primary schools or equivalent
- Number of learners enrolled in USG-supported primary schools
- Number of learners enrolled in USG-supported secondary schools
- Net enrolment rate of primary and secondary students and gross enrolment rate for tertiary students

*Although the results framework of USAID's Teacher Education Project may not relate directly to IR 3.4, the success of the project will eventually affect IR 3.4 indicators as more qualified teachers graduate from GCETs and universities and are better able to attract and retain students in schools, reduce attrition rates and improve measureable learning outcomes of primary and middle-level students.

Activities and Achievements

This section of the report presents the key achievements and activities of USAID's Teacher Education Project in accordance with the FY 2011–2012 work plan. These activities and achievements fall under the following three core objectives of the project:

- 1. Improved systems and policies that support teachers, teacher educators, and educational managers
- 2. Support Higher Education Commission (HEC) and Ministry of Education (MoE) Teacher Institutes to develop/revise, evaluate and finalize standards, curricula, and modules for pre-service education degrees
- 3. Develop a plan for implementing the new curricula for both new and existing teachers

Objective 1: Improve systems and policies that support teachers, teacher educators, and educational managers

During this quarter, USAID's Teacher Education Project worked closely with provincial governments, universities, and colleges on further refining and developing their strategic plans on teacher education. Staff from Teachers College-Columbia University (TC-CU) and USAID's Teacher Education Project worked together to assist partner entities in this endeavour. This process will continue as we move into the next quarter. Five Cohort II partner universities were brought on board this quarter to begin the strategic planning process, while Cohort I and II colleges were fully engaged in developing their college improvement plans (CIPs).

To effectively augment the strategic planning process during this quarter, a greater and continued emphasis was placed on networking and peer learning among project partners. The constant positive feedback received during the reporting period from our partners confirms that providing participants with an opportunity to meet with their colleagues from other institutions or provinces is a sound approach to strategic planning. Such interactions give them an opportunity to share challenges and successes with one another and to learn from those who are further ahead in the process.

Two successful workshops on university and college collaboration and affiliations were organized this quarter. Not only did these workshops bring together these key groups, most of them for the first time, but also helped to identify issues they needed to address in order to have productive relationships.

The following is a detailed explanation of activities carried out during the reporting period that relate to Objective 1.

Result 1.1: Provincial institutional frameworks for teacher development completed

Activity 1.1.1: Guide provincial strategic planning

Building upon activities from the previous quarter, we continued work on Teacher Education Strategy (TES) 2018 with provincial task force members. TC-CU staff provided technical support in reviewing the draft provincial TESs. The services of a

professional editor at the EDC home office were used to refine the TES 2018 of Azad Jammu and Kashmir (AJK). Table 1 lists province-specific TES 2018 updates and key activities for the quarter:

Table 1: Provincial updates on development of Teacher Education Strategy (TES) 2018

Province/ Area	Updates
Azad Jammu and Kashmir (AJK)	 The TES 2018, developed in December 2011, was submitted to the EDC head office this quarter for editing.
Gilgit-Baltistan (GB)	 The draft TES 2018 was developed through consultations with stakeholders in Gilgit-Baltistan. Staff from USAID's Teacher Education Project reviewed the document and incorporated their comments. The draft strategy was also reviewed by the Provincial Task Force and shared with the Minister for Education Minister and Chief Minister of GB. After reviewing the TES, the Chief Minister appreciated the Education Department of GB and USAID's Teacher Education Project for providing assistance in developing TES 2018. He further agreed on key reform priorities. A message from the Chief Minister has been added to GB's TES 2018.
Khyber Pakhtunkhwa (KPK)	 The draft TES 2018 was developed in February 2012 and reviewed by USAID's Teacher Education Project A task force meeting was held on March 14, 2012 to review the strategy
Balochistan	 The draft TES 2018 was developed in February and March 2012 The document is currently being reviewed by USAID's Teacher Education Project
Sindh	 An orientation meeting of the Sindh Task Force on Teacher Education was held on January 16, 2012 in Karachi An initial draft of the strategy (two chapters of situation analysis) was developed in February 2012 and has been reviewed by USAID's Teacher Education Project The development of the draft TES continues as the project moves into the next quarter
Federally Administered Tribal Areas (FATA)	 Two representatives from FATA participated in a Workshop on 2018 Scenarios in Teacher Education held from January 11-13, 2012 in Karachi Representatives from Directorate of Education FATA and GCET participated in a workshop on university and college collaboration held from March 19-21, 2012 in Islamabad
Punjab	Staff from USAID's Teacher Education Project from USAID's Teacher Education Project met with officials from the Directorate of Staff Development (DSD) Punjab on March 16, 2012 in Lahore. During the meeting, staff learnd that the DSD is already in the final stages of developing a teacher education strategic plan with support from the German Academy for International Cooperation (GIZ). In a subsequent meeting, DSD agreed to recommend a consultant for USAID's Teacher Education Project's consideration and to send a proposal seeking support from the project to address

*Support to Punjab

As DSD Punjab has nearly completed its comprehensive strategic plan for teacher education with support from GIZ, we have asked DSD officials to prepare a proposal on the support they would like to receive from USAID's Teacher Education Project. From our discussions with DSD staff, we know that they will propose the following initiatives:

1. Strategic Planning

- a. Technical assistance and quality assurance support for enrollment projections and subsequent decisions about degree equivalencies, consolidation, and rationalization.
- Technical assistance for preparation of a 30-page subsector review for inclusion in a publication on provincial reviews of teacher education and teacher-related policies.



Photograph 1: Faculty members during a strategic planning workshop organized by USAID's Teacher Education Project at Bahauddin Zakariya University in Multan, Punjab

2. Institutional Cooperation

a. A collaboration between DSD, TC-CU, and Aga Khan University to focus on two areas of capacity building: (i) policy and planning tools and techniques for senior managers in DSD as well as in other government offices and (ii) instructional leadership training for principals in GCETs.

3. Quality Assurance Mechanism, Criteria and Unit

- a. Establishment of a unit tentatively named Punjab Accreditation Council for Teacher Education (PACTE), which would adapt the standards of the National Accreditation Council for Teacher Education (NACTE) to the context of Punjab and systematically enforce their implementation.
- 4. School College Linkages in the Area of Practicum Reform (Professional Development Schools)
 - a. A collaboration between the department, unit, or person in charge of student practicum placements at colleges and the practicum mentors at affiliated schools—an adapted model of the professional development school (PDS)—to improve the quality of teaching practicum placements and other types of collaboration.

National Workshop on Teacher Education Strategy

To assist the development of provincial strategic plans, USAID's Teacher Education Project organized a National Workshop on Teacher Education Strategy in Karachi from January 11-13, 2012. Twenty-five members of provincial task forces for strategic planning participated in the three-day workshop, which focused on monitoring and evaluation, scenario planning for the year 2018, and identifying issues that have slowed the implementation of teacher education reforms.

Task force members reflected on effective approaches to implementing teacher education reforms, brainstorming ideas for three hypothetical scenarios in the year 2018—Extended Present, Opportunistic Future, and Radical Future. Participants appreciated the exercise and expressed a desire to have scenario



Photograph 2: A principal from USAID's Teacher Education Project's partner college in Gilgit-Baltistan sharing recommendations of the task force from Gilgit-Baltistan during the National Workshop on Teacher Education Strategy

planning at the provincial level. Participants also addressed issues that need to be resolved at the government and institutional levels in order to more quickly enact and scale up teacher education reforms. Furthermore, through various exercises, participants were given an orientation on how to develop monitoring and evaluation objectives for their own strategic plans.

<u>Support for the publication of the Provincial Teacher Strategy Inter-Provincial</u> Network

During the reporting period, USAID's Teacher Education Project decided to support a government publication, *Teacher Education in Pakistan: A Subsector Review,* that will contain teacher-related subsector reviews from all provinces. The publication will analyse trends, issues, and developments across provinces and offer policy briefs on selected topics. Staff of USAID's Teacher Education Project and students at TC-CU will write policy briefs jointly, while the publication will be co-edited by technical advisors from TC-CU. An outline for the publication has been developed, and policy brief topics have been assigned to authors. The report will be published towards the end of calendar year 2012.

Weekly virtual collaboration and support

Deviating slightly from the original work plan, staff of USAID's Teacher Education Project decided during this quarter that the weekly virtual and/or phone meetings with two representatives from each of five provincial teams would not continue. Because each province is at a different stage of the strategic planning process, teams will benefit more from individual feedback than from group interactions. Although this process has worked successfully in other regions of the world, it was decided that it is not effective in Pakistan at this time. The TC-CU students are now focusing on the policy briefs that will make up the publication mentioned above.

US study tour

We continued preparations for the strategic planning study tour. USAID and USAID's Teacher Education Project conducted security risk and fraud inquiry (SFRI) interviews during the reporting period for all nominees. After the interviews, staff created a list of principal candidates and their alternates, and documents were collected, scanned, and uploaded to the Visa Compliance System to begin the J-1 visa application process.

TC-CU is conducting the study tour, which will take participants to New York City and Washington, DC. The final study tour agenda is currently being finalized and will include appropriate cultural activities in both cities. Because of tight deadlines for obtaining US visas for participants, USAID requested that the study tour be rescheduled to a later date. Taking into account the availability of faculty, TC-CU recommended that the study tour be held from June 2-16, 2012.

Equipment and materials to support the new degree programs

USAID's Teacher Education Project's strategic planning team worked on developing a list of commonly needed items at colleges and universities that could be procured and awarded as in-kind grants to partner institutions. Input has been gathered from the project's partners as part of the strategic planning process to identity useful, needed materials and equipment.

Activity 1.1.2: Support the design and implementation of university strategic plans and college improvement plans (CIPs)

During this quarter, the following five Cohort I institutions completed their strategic plans:

- 1. Institute of Education & Research, University of the Punjab, Lahore
- 2. Division of Education, University of Education, Lahore
- 3. Department of Education, Fatima Jinnah Women University, Rawalpindi
- 4. Institute of Education, University of Azad Jammu and Kashmir (UAJK), Muzaffarabad
- 5. Department of Education, Hazara University, Mansehra

Each of the five institutions is now working on the budget associated with the activities envisaged in their plans. As a result of the technical assistance provided by USAID's Teacher Education Project, the University of AJK has decided to develop a strategic plan for the entire university. Through its Dean of Arts, the university asked the project to provide limited technical assistance to guide its staff in the plan's development. The Institute of Education's strategic planning task force members will play the lead role in this process. Another positive impact is that Hazara University is capitalizing on its location and has planned to offer summer school classes for teachers and teacher educators.

The process of developing strategic plans also began at the following five Cohort II universities:

- 1. Department of Education, Bahauddin Zakariya University (BZU), Multan
- 2. Institute of Education, Shah Abdul Latif University (SALU), Khairpur
- 3. Department of Education, University of Karachi (UoK), Karachi
- 4. Institute of Education & Research, University of Peshawar (UoP), Peshawar
- 5. Institute of Education & Research, Gomal University (GU), D.G. Khan

Table 2 provides a summary of the workshops conducted with each university task force.

Table 2: Summary of workshops conducted by university task forces on strategic planning

Strategic Planning Workshops (Jan 1 – March 31, 2012)						
Province/Area	University	Number of Workshops	Number of participants			
			Male	Female	Total	
Azad Jammu and Kashmir	University of Azad Jammu	2	7	2	9	
and Kasiiiiii	and Kashmir		18	3	21	
Balochistan	Sardar Bahadur Khan Women University	The strategic p being edited	lan was comp	bleted and is	currently	
Gilgit-Baltistan	Due to security r could not be initi			tivities were o	delayed and	
Khyber Pakhtunkhwa	Hazara University	1	10	3	13	
	University of Peshawar	1	3	0	3	
Punjab	IER, University of the Punjab	1	6	5	11	
	University of Education		8	4	12	
	Fatima Jinnah Women University	1	3	5	8	
	Bahauddin Zakariya University	1	4	9	13	
Sindh	Shah Abdul Latif University	1	8	0	8	
	University of Karachi		2	1	3	
To	tal	8	69	32	101	

The major outputs of these strategic planning workshops were the development of the vision, mission and value statements of the Faculty of Education at UAJK, SALU, and BZU. Table 3 summarizes the status of strategic planning document preparation for Cohort I partner universities.

Table 3: Overall status of strategic planning documents at Cohort I partner universities

Sections of Strategic Planning Document	SBKW U	UE	PU	FJWU	HU	UAJK	AIOU
1. Background	√	✓	✓	√	✓	✓	✓
2. Institutional Analysis	✓	✓	✓	✓	✓	✓	
3. Vision and Goals	✓	✓	✓	✓	✓	✓	
4. Strategies, Targets, Benchmarks	✓	✓	✓	√	√	✓	
5. Action Plan	√	✓	✓	√	✓	√	
6. Budget	√						
7. Progress Indicators and Monitoring Plan	√	√	√	√	√	✓	

SBKWU: Sardar Bahadur Khan Women University (Balochistan)

UE: University of Education (Punjab)
PU: University of the Punjab (Punjab)

FJWU: Fatima Jinnah Women University (Punjab)
HU: Hazara University (Khyber Pakhtunkhwa)
UAJK: University of Azad Jammu and Kashmir (AJK)
AlOU: Allama Iqbal Open University (Islamabad)

Table 4 provides a summary of the status of strategic planning document preparation for Cohort II partner universities.

Table 4: Overall status of strategic planning documents at Cohort II partner universities

Sections of Strategic Planning Document	BZU	SALU*	UoK	SU	UoP	GU
1. Background	✓	✓				✓
2. Institutional Analysis	✓	✓	√			√
3. Vision, Mission, and Values Statement	✓	✓				
4. Vision and Goals						
5. Strategies, Targets, Benchmarks						
6. Action Plan						
7. Budget						

8. Progress Indicators and			
Monitoring Plan			

(*SALU was originally scheduled as a Cohort III university but was moved into Cohort II since it is getting a new Faculty of Education building from USAID.)

BZU: Bahauddin Zakariya University (Punjab)
SALU: Shah Abdul Latif University (Sindh)
UoK: University of Karachi (Sindh)

SU: Sindh University (Sindh)

UoP: University of Peshawar (Khyber Pakhtunkhwa)
GU: Gomal University (Khyber Pakhtunkhwa)

Officials from USAID's Teacher Education Project met with representatives of the Allama Iqbal Open University (AIOU) team during this quarter, as they did during the previous quarter. The meeting was held to review the AIOU strategic planning process and the capacity development proposal and support request the school submitted to the project. The meeting also focused on matters related to approval of the ADE scheme of studies and enrollment projections. As a result of the meeting, it was decided that the AIOU focal person for USAID's Teacher Education Project will work closely with an advisor from TC-CU to refine the AIOU proposal. The university will soon notify the strategic planning task force for the Faculty of Education, and it is anticipated that the planning process will begin in early April 2012.

Technical assistance for infrastructure projects

To effectively implement the recently introduced two-year ADE and four-year B.Ed. (Hons.) degree programs in selected universities, USAID, in partnership with CDM Smith and USAID's Teacher Education Project is constructing Faculty of Education buildings at six partner universities and renovating the Faculty of Education building at a seventh institution. On February 2, 2012, a ceremony was held to mark the signing of the project's memorandum of understanding (MoU) at the HEC in Islamabad with the following universities:

- 1. Sardar Bahadur Khan Women University Baluchistan
- 2. Hazara University Khyber Pakhtunkhwa
- 3. Institute of Education and Research (IER), University of the Punjab (Renovation)
- 4. University of Education Lahore Punjab
- 5. University of Karachi Sindh
- 6. Shah Abdul Latif University Khairpur Sindh
- 7. University of Sindh Hyderabad Sindh

The Vice Chancellors and Deans of the respective universities, Chief of Party USAID's Teacher Education Project and Chief of Party CDM Smith signed the MoUs. The Executive Director of the HEC signed as a witness.



Photograph 3: USAID/Pakistan Deputy Mission Director Karen Freeman, HEC Chairman Dr. Javaid Laghari, HEC Executive Director, Dr. Sohail Naqvi and representatives of seven universities at the MoU signing ceremony in Islamabad

During this quarter, the building design for the Faculty of Education Hazara University (HU) was completed after input from USAID's Teacher Education Project curriculum experts. The design was shared with the Vice Chancellor, Director Works, and faculty members of HU, and university officials approved the design. The construction of the building is expected to begin early next quarter. During the reporting period, CDM Smith also shared with USAID and USAID's Teacher Education Project two building design options for the Faculty of Education building at the University of Karachi. Officials reviewed the options and chose one, and the selected design will be shared with the university during the next quarter.

Additionally, during this reporting period, CDM Smith and USAID's Teacher Education Project began exploring options for furniture for all the new buildings. Staff from the project will continue to provide advice to CDM Smith on the best furniture for creating flexible teacher-learning spaces for delivering the new degree programs. Furniture selection will be finalized during the next quarter with input from receiving university partners.

Also during this quarter, USAID officials, along with staff from CDM Smith and USAID's Teacher Education Project met with officials from the Institute of Education & Research (IER), University of the Punjab. At the meeting, CDM Smith presented the final plans for renovation of IER's Faculty of Education building. IER officials requested that an elevator and a generator be added to the building and that air conditioners be added to all classrooms. CDM Smith will further explore these requests with officials from USAID.

Support for HEC with the training of NACTE evaluators/master trainers

The Senior Technical Director for Policy & Planning of USAID's Teacher Education Project met with the Chairperson of the National Council for Accreditation of Teacher Education (NACTE) at IER, University of the Punjab, where it was decided that a US-based consultant with NACTE would be invited to Pakistan to train 30 NACTE evaluators in late June 2012. USAID's Teacher Education Project will consider adding two days to the three-day training for the consultant to discuss such issues as alternate modes of instruction and upgrading skills in the classroom. The project will also explore the benefits of hosting NACTE workshops in other provinces; these workshops will be similar to the one held during the previous quarter in GB and would provide an opportunity for partner institutions to understand the process of applying for accreditation. In return for this support, NACTE will give priority to

USAID's Teacher Education Project partner institutions to be evaluated by the trained evaluators in a timely manner.

College Improvement Planning (CIP)

The College Improvement Planning (CIP) process was initiated in all the provinces and regions during this quarter. Representatives from apex institutions. principals, and senior faculty members of Cohort I and II colleges attended a series of one-day orientation workshops at the regional headquarters (Table 5). Principals and senior faculty members of three colleges from FATA participated in the CIP workshop in Peshawar and the university-college collaboration workshop in Islamabad, Directorate of Education FATA, principals, and faculty are developing plans to offer the ADE in their colleges with a target date of October 2012.

USAID's Teacher Education Project's strategic planning team developed a set of documents to help the colleges prepare their CIPs, and these documents—including a brief concept note, assessment tools, assessment tool analysis, and CIP template and resource



Photograph 4: Faculty members from a USAIDpartner teacher college in Sindh during a College Improvement Planning workshop

requirement list—were shared with the participants during the orientation workshops.

During this quarter, USAID's Teacher Education Project hired Provincial Strategic Planning Coordinators for Sindh, KPK, and Punjab to assist colleges in developing and implementing their CIPs. The Provincial Strategic Planning Coordinators were briefed about the CIP process in the beginning, and they are also involved in planning next steps on the development and implementation of CIPs. A brief overview of CIP orientation workshops is presented in Table 5.

Phase 1 – Provincial Orientation Workshops

Workshop Agenda:

- Practice in filling assessment tool
- Analysis of assessment tool
- CIP template
- Proposed resource material list to be prepared by each college
- Setting milestones and timelines

Table 5: A summary of College Improvement Plan (CIP) orientation workshops

Province & Date	Institution Attended	Partici	pants
		Female	Male

KPK and FATA	 19 Teacher Education Colleges, KPK (13 colleges will develop and implement CIPs in 2012) 3 Teacher Education Colleges, FATA Directorate of Curriculum and Teacher Education 	23	37
Feb 14, 2012	 (DCTE) Department of Education, KPK Directorate of Education, FATA 	Total	: 60
AJK	12 Teacher Education Colleges (6 colleges will develop	11	21
Feb 16, 2012	and implement CIPs in 2012)		
1 65 10, 2012	 Directorate of Curriculum and Research Development (DCRD) Kashmir Education Assessment Cell (KEAC) 	Total	: 32
Sindh	 11 Teacher Education Colleges Provincial Institute for Teacher Education (PITE) Bureau of Curriculum (BOC) 	8	32
Feb 23, 2012	Sindh Teacher Education Development Authority (STEDA)	Total	: 40
Balochistan	 8 Teacher Education Colleges Policy and Planning Unit (PPU) BOC 	11	22
Feb 27, 2012	• PITE	Total	: 33
	6 Teacher Education CollegesDirectorate of Staff Development (DSD)	5	10
Punjab			
Feb 29, 2012		Total	: 15
Gilgit-Baltistan	Education Secretariat3 Teacher Education Colleges	2	4
March 22, 2012		Total	: 06

At the provincial level, teacher education colleges identified the following common areas for improvement. These areas have been categorized in the four categories shown in Table 6.

Table 6: A summary of common areas of improvement identified by colleges

Leadership & Management	Teaching & Learning	Teaching & Learning Resources	College Environment & Culture
 Professional development of faculty 	ESL teaching Implementation of National	Science labsLibraries with ADE	Safe and clean drinking waterAdequate toilet and

Phase 2 - Needs Analysis

- College principals will carry out consultative meetings with faculty members and students with support from apex institutions and USAID's Teacher Education Project Provincial Strategic Planning Coordinators for needs analysis through assessment tools
- II. Faculty, apex institution representatives, and USAID's Teacher Education Project will carry out analysis of assessment tools by April 15.

Assessment tool analysis

After completion of the assessment tools, the college, with support from relevant apex institution representatives and USAID's Teacher Education staff, will analyse tool results. The data collected through assessment tools and consultation meetings will be analysed under four key categories—leadership and management, teaching and learning, teaching and learning resources, and college environment and culture—and interpreted for a five-year plan based on recommendations. In addition, an action plan will be for first year of CIP only. Since college improvement planning is a continuous process, activities identified through assessment tool analysis will be spread over short- and long-term timelines in the plan. Principals, faculty members, and students will participate in the CIP development process.

Phase 3 - CIPs

CIP drafts will be ready by the end of April from all provinces. After the development of CIPs, plans will be implemented and monitored by apex institutions and USAID's Teacher Education Project.

Activity 1.1.3: Assist colleges, universities, and provincial governments in improving the processes and outcomes of affiliation

Two workshops titled "University & College Collaboration: Planning for Action" were held in Lahore and Islamabad to help strengthen collaboration between colleges, universities, and provincial departments of education. (Because representatives from Sindh asked to postpone their participation, a separate workshop will be held there during the third quarter of FY 2012.) In addition to supporting the USAID's Teacher

Education Project work plan, these workshops served as a response to repeated requests at provincial events and the national interchange to address this important issue. The goal of the workshops was to bring together affiliating colleges and universities along with their relevant apex bodies to identify areas of collaboration that need to be improved, and to establish mechanisms for enhancing communication and the affiliation process. Accordingly, most universities proposed a universitycollege collaboration committee composed of representatives of an apex body, a department of education, a faculty of education, an office of the registrar, and a controller of exams for



Photograph 5: A faculty member from a teacher education college in Punjab giving a presentation on University & College Collaboration during a workshop organized by USAID's

later notification by their institutions. The general terms of reference are as follows:

- 1) To promote communication relating to the ADE and B.Ed. (Hons.) programs among all stakeholders
- 2) To deliberate and resolve issues related to implementation of the ADE and B.Ed. (Hons.) programs
- 3) To facilitate the affiliation and registration processes
- 4) To organize awareness and advocacy campaign for the new degree programs

Both workshops were very successful, and participants welcomed the chance to sit down together to discuss these issues, in some cases for the first time.

On the third day of the workshop, participants split into two tracks—one for universities and one for colleges and provincial governments—and focused on strategic planning. Institutions and provincial task forces that were new to or not as far along with the strategic planning process had the opportunity to learn from those who had completed it. This sharing of information among peers was well received by participants. A detailed workshop report is attached as annexure 1.

Activity 1.1.4: Complete plans for meeting demand for teachers in each province

Plans for teacher mapping will be completed in FY 2013. However, activities leading to plan development have not yet started since provincial strategic plans are not complete. USAID's Teacher Education Project has begun searching for an appropriate international consultant to provide the required technical assistance.

Result 1.2 New national teacher HR policy designed

Activity 1.2.1: Revise recruitment rules and pay grade scales for elementary teachers

USAID's Teacher Education Project has hired consultants to help expedite changes to the service and recruitment rules in the provinces. Table 7 provides the current status on these rules for each province.

Table 7: Status of service and recruitment rules

Province/Area	Status of Service Rules
Balochistan	Service rules and 200 positions for ADE graduates are at the final stages of approval; posts are awaiting administrative approval from the Finance Department of the Government of Balochistan. (Please refer to annexure 2 for notification)
Sindh	Draft service rules to provide job opportunities for ADE and B.Ed. (Hons.) graduates have been prepared. During this quarter, the first meeting with the Recruitment Rules committee was held to solicit committee member feedback. The rules have been referred to the Finance Department to solicit their approval on financial implications. At the same time, the government has approved 1150 new posts in each district (23) for ADE graduates as junior elementary school teachers (JEST). These positions will be available from June 2012 onwards after the budget is approved. The new nomenclature will make it easier for authorities to amend service and recruitment rules.
КРК	The Department of Education, KPK has incorporated the ADE as a qualification for the recruitment of elementary school teachers. However, a higher pay scale for ADE graduates is still under consideration.
AJK	In a meeting on March 12, 2012, the Additional Chief Secretary (General Regulation) decided that the approval of the Prime Minister of AJK is required for finalization of the service rules. Accordingly, the case is being prepared for submission to the Prime Minister of AJK for approval.
GB	The service rules have been finalized and approved for the elementary school teachers, and ADE graduates have been allocated pay grade scale 14.
Punjab	The service rules are receiving a final vetting from the Ministry of Law.
FATA	The Directorate of Education FATA will follow the KPK service and recruitment rules since the region does not have its own service rules for elementary teachers.

Objective 2: Support Higher Education Commission and Ministry of Education teacher institutes to develop/revise, evaluate and finalize standards, curricula and modules for pre-service teacher education degrees

Result 2.1: Complete curricula, courses of study and materials for the ADE and B.Ed. degree programs

Activity 2.1.1: Engage representatives of the Higher Education Commission and provincial apex institutions in developing and institutionalizing curricula and syllabi

During this quarter, the Higher Education Commission (HEC) in coordination with USAID's Teacher Education Project convened two meetings of the National Curriculum Review Committee (NCRC) in order to review the ADE course materials developed to date. Twenty-six NCRC members, HEC's Deputy Director for Curriculum, and two international curriculum advisors from TC-CU attended the first meeting, which was held on January 30, 2012 at the University of Karachi. The objective of this meeting was to share progress on course design and to decide upon the process for reviewing course materials. Once the review process had been agreed upon, participants discussed and suggested changes on 13 courses.

At the second NCRC meeting, committee members again discussed the course materials and prepared their feedback. For the majority of courses, participants offered detailed responses, but some courses attracted very few comments. It was observed during the meeting that the extent of feedback provided on courses was more dependent on the interest of the reviewers than on merit of the course. For courses to which few responses were offered. USAID's Teacher Education Project worked with HEC to identify additional reviewers. As the project moves



Photograph 6: University faculty members during a curriculum design workshop organized by USAID's Teacher Education Project in Karachi, Sindh

ahead into the next quarter, the feedback received is being collated and will be shared with the course designers for their review, and for incorporation into course materials as and where necessary.

The next NCRC meeting will review the remaining eight courses (Teaching Mathematics, The Practicum, Pakistan Studies, Art Crafts and Calligraphy, Classroom Assessment, School Teacher and Community, Teaching English, and Teaching Social Studies) and is scheduled for May 22, 2012.

Activity 2.1.2: Develop, pilot, revise, and finalize materials and resources for ADE and B.Ed. (Hons.) degrees with selected universities and colleges

During the reporting period, three more of the 22 ADE program courses to be designed with assistance from USAID's Teacher Education Project were drafted. This brings the total number of courses drafted to 20 and colleges and universities are now using these courses. Drafts of the remaining two courses (Teaching

Mathematics and Classroom Assessment) are almost complete, and work continues on refining drafts and on ensuring copyright compliance. The formative evaluation of a number of ADE courses was also undertaken during this quarter (please refer to the M&E section for details). As part of the resource grants, a book list of approximately 50 titles linked to ADE courses was developed. The procurement process is underway and will provide multiple copies of the 50 titles to colleges and universities. A second book list is under development, and that set of titles will be procured in Quarter 3.

During this quarter, teams of university faculty members began designing course materials for six courses for years three and four of the B.Ed. (Hons) program (the target is 12 courses with assistance from USAID's Teacher Education Project). The course design and development process for years three and four is designed to provide each participating faculty member with experience in both content and curriculum development. As a result of the proposed cycle of activities that will occur over the academic year, faculty members will have in place the following material before the course is offered at their universities:

- A completed syllabus
- A personalized teaching guide that includes notes, essential knowledge, and teaching ideas
- A set of reading and support material for use in the course

Faculty members will then be invited to submit the syllabi, teaching guides, and readings they develop for inclusion in a manual titled *Windows on Practice*. Once complete, this manual will be submitted to HEC and USAID. This process is intended to encourage university faculty members to a higher and more complex thinking level about teaching and to engage them more thoroughly in course design.

This quarter began with a series of three-day course design workshops. Each workshop involved a daylong seminar (in some workshops the seminar was spread across the three days) led by a seminar leader. Table 8 provides a summary of these workshops.

Table 8: Summary of course design workshops held during the quarter

Course	Course Design Workshop Seminar Leader	Dates	Number of participants*
Foundations in Education	Dr. Mahmood ul Hassan Butt, USAID's Teacher Education Project	Jan 19-21	16
Curriculum Development	Dr. Frances Schoonmaker, TC-CU	Jan 23-25	15
Educational Psychology	Dr. Margaret Jo Shepherd, TC-CU	Jan 26–28	20
Contemporary Issues	Dr. Ameena Ghaffar- Kucher, University of Pennsylvania	Feb 22–24	14
Comparative Education	Dr. Gita Steiner-Khamsi, TC-CU	Jan 10–12	18
School Management	Dr. Muhammad Memon, AKU-IED	Jan 31 – Feb 2	14

(*These include university faculty, USAID's Teacher Education Project's Curriculum Director, international technical assistants, and subject specialists from private universities in Pakistan as

observers. Details on university-wide faculty participating in the curriculum design workshops is provided in Table 9.)

During the course design workshops, participants reviewed the HEC scheme of studies to enhance their understanding of the process of curriculum development. They worked in groups to identify course goals and objectives, and, using a syllabus template and a list of course guide components; they planned content and teaching approaches.

As a result, a total of 26 courses are being designed. Once these course designs are complete, they will be incorporated into the *Windows on Practice* manual mentioned above. Table 9 provides a summary of the number of faculty members involved in course design.

Table 9: Summary of number of faculty members who developed six courses during the quarter

Universities	M						Cou	ırses		
			of faculty members involved in course design	Courses	Comparative Education	Foundations of Education	Education Psychology	School Management	Contemporary Issues and trends in Education	Curriculum Development
AIOU	3	7	10	5	✓	✓	✓	✓	✓	
University of AJK	-	2	2	2		✓			✓	
University of Balochistan	-	1	1	1					✓	
FJWU	-	6	6	6	✓	✓	✓	✓	✓	
Gomal University	4	2	6	6	✓	✓	✓	✓	✓	✓
Hazara University	4	-	4	4		✓			✓	
IER, University of Peshawar	4	-	4	4	✓	✓	✓			✓
IER, University of the Punjab	3	2	5	5	✓	✓	✓	✓		✓
KIU	5	-	5	5		✓	✓	✓	✓	✓
University of Karachi	5	1	6	6	✓	✓	✓	✓	✓	✓
SALU	9	-	9	6	✓	✓	✓	✓	✓	✓
SBKW		5	5	4	✓	✓	✓	✓		
University of Sindh	2	2	4	4	✓	✓	✓	✓		
UoE Lahore	7	3	10	5	✓	✓	✓	✓		✓
Total Participants	ipants 77 (31 female and 46 male)									

Curriculum staff and consultants of USAID's Teacher Education Project provided onsite support to faculty members for further course development. Furthermore, the USAID's Teacher Education Project also invited bids from a limited number of institutions (Beaconhouse National University, Agha Khan University, and Notre Dame Institute of Education) to work with university course designers. Only NDIE was able to meet the requirements, and NDIE representatives are currently working with faculty members in Sindh and Balochistan.

Towards the end of the quarter, the course design teams met again at two curriculum conferences. The purpose of these conferences was to share drafts of course

materials for peer review and to continue working on them under the guidance of USAID's Teacher Education Project curriculum specialists and an international curriculum advisor from TC-CU. Recognizing the efforts of faculty members involved in course designs. USAID's Teacher Education Project invited a worldrenowned curriculum theorist. Thomas Popkewitz from the University of Wisconsin-Madison, to participate in the conference. Dr. Popkewitz provided an intellectually rigorous experience



Photograph 7: Dr. Thomas Popkewitz interacting with teacher educators during USAID's Teacher Education Project's National Curriculum Conference

for the teacher educators engaged in curriculum design.

Result 2.2: Capacity built within selected universities and colleges of education to offer the new programs leading to the ADE and B.Ed. degrees

Activity: 2.2.1: Train master trainers from HEC and provisional apex institutions to prepare university and college faculty for the new degree programs

During this quarter, professional development teams of USAID's Teacher Education Project continued with the selection of master trainers in provinces where this process had not been completed. Fifty-four individuals (of whom 17 are female) have been notified by their respective apex bodies during the reporting period and are now working alongside professional development specialists from USAID's Teacher Education Project in the 49 colleges and regional institutes for teacher education (RITEs) offering the ADE program. Master trainers facilitated over 90% of the professional development events organized during January, February, and March. Table 10 provides a summary of this quarter's training workshops for master trainers.

Table 10: Summary of training workshops for master trainers

	Sindh	Balochistan	KPK	Punjab	GB	AJK
		Training of Ti	rainers (TOT) -Foundatio	n Module 2	
Number of	C	Completed in Q2	2	20	Complet	ed in Q2
Master Trainers	TOT-Foundation Module 3					
	8	8	5	24	0	6
	TOT-Practicum Part 1					
	6	19	8	19	0	16
	TOT-Practicum Part 2					
	6	8	6	5	0	6

USAID's Teacher Education Project will be paying the travel and accommodation expenses of the master trainers until the end of FY 2012. Our strategic planning team is working with provincial governments to fund and staff a professional development team to work with college faculty on a sustainable basis.

Activity 2.2.2: In each province, guide and support master trainers from the provincial apex institutions as they train and support university and college faculties to implement the new degree programs

During this quarter, the professional development activities of the project with college and university instructors included:

- ADE Foundation Module Workshops (2 and 3)
- Practicum Module Workshops (1 and 2)
- Semester Orientation Workshops
- Professional Development Institutes (science)

A majority of faculty members in the 49 colleges offering the ADE program have completed Foundation Modules 1 and 2. Therefore, during this quarter, USAID's Teacher Education Project began offering Foundation Module 3 (FM-3), which focuses on introducing the participants to learner-centered assessment strategies. During this quarter, 199 faculty members (133 male and 66 female) from 17 colleges in Sindh and Balochistan took part in FM-3 workshops. A majority of these workshops were held at the colleges. By the end of the workshops, participants were able to differentiate between learner and teacher centered assessment, develop assessment portfolios, develop assessment rubrics (to some extent), and analyse the types of feedback given during an assessment. Table 11 summarizes the FM 3 workshops organized during the quarter.

Table 11: Summary of Foundation Module 3 workshops

	Sindh	Balochistan	KPK	Punjab	GB	AJK
		Found	ation Module	e 3		
Number of colleges	11	6	0	0	0	0
Number of universities	0	0	0	0	0	0
Number of apex institutions	1	2	0	0	0	0
Number of participants	101	98	0	0	0	0

To familiarize faculty members with course materials and discuss assessment strategies for the semester, USAID's Teacher Education Project's professional development and curriculum staff conducts semester orientation workshops for faculty members from universities and their affiliated colleges before a course is offered for the first time. Because linkages between universities and their affiliated colleges remain weak, these semester orientation workshops are one of the few opportunities that university and college faculty members have to work together. These workshops allow faculty to address questions about the difference between the HEC scheme of studies or the university's own approved scheme of studies and course materials developed with assistance from USAID's Teacher Education Project. The issue of collaboration was discussed at great length during the two meetings held in March (please refer to Objective 1 for details) on collaboration between colleges, universities, and apex bodies. Action plans were developed during these meetings, and universities are planning to revise their schemes of study so that they are more closely aligned with the course materials developed. Table 12 provides a summary on semester orientation workshops held during the quarter:

Table 12: Summary of semester orientation meetings

	Sindh	Balochistan	KPK	Punjab	GB	AJK	
	Semester 2 orientation (Cohort II colleges)						
Colleges	0	0	0	4	0	6	
Universities	0	0	0	1	0	1	
Apex bodies	0	0	0	0	0	1	
Participants	0	0	0	43	0	57	
		Semes	ter 3 orientat	tion			
Colleges	0	2	0	0	0	0	
Universities	0	1	0	0	0	0	
Apex bodies	0	2	0	0	0	0	
Participants	0	22	0	0	0	0	
		Semes	ter 4 orientat	tion			
Colleges	0	0	2	2	0	0	
Universities	0	0	2	2	0	0	
Apex bodies	0	0	0	0	0	0	
Participants	0	0	33	17	0	0	

A specialist from EDC's Teaching and Learning Division returned to Pakistan this quarter to conduct a second science professional development institute (PDI) and to work with faculty members teaching science. During the PDI, the specialist and participants explored misconceptions and learning progressions in the national curriculum. The participants also experienced 'hands on and minds on' activities described in course materials and planned instruction. During on-site visits in Sindh, Punjab, and Khyber Pakhtunkhwa, the specialist worked with instructors from colleges and universities in their classrooms, helping them plan and providing feedback after sessions.

One outcome of the PDI was a clearer focus for professional development specialists when they worked with instructors teaching science. Between now and the next PDI, the specialist and the team will focus on 'talk moves' (instructors using simple generic questions to get student teachers talking), moving to new topics every six to eight weeks. This focus will help professional development specialists and master trainers, few of whom have a strong background in science. Table 13 provides a summary of PDI science participation.

Table 13: Summary of participants in PDI science

	Sindh	Balochistan	KPK	Punjab	GB	AJK
Universities	1	1	1	1	0	0
Colleges	4	3	4	5	2	3
Number of	5	4	5	6	2	3
Participants						

Blended Learning (BL)

USAID's Teacher Education Project's Blended Learning program is aimed towards increasing access to learning materials for prospective teachers and providing opportunities for continued self-study to teacher-educators. The program will be presented in ten professional development packages or modules on DVDs with accompanying print materials. Ten blended learning modules (BLMs) will be developed over the life of the project, and each one will be designed around the core themes of either (a) content, including teaching, or (b) pedagogy.

Four BLMs will be designed, produced, formatively evaluated, and finalized in FY 2012. Work on the following three modules is already well underway:

- Collaborative Learning (pedagogy; illustrating examples of learning from various disciplines)
- Teaching Reading (content and teaching)
- Science (content and teaching)

These modules will include learning materials in different multimedia formats, including:

- Video vignettes and models of diverse instructional strategies
- Videos of standards-based classroom practices that offer opportunities for observation and analysis
- Enrichment and practice activities for learners that would be enhanced through a balanced combination of video, audio, and text.

Video case studies based on planned instruction will be gathered from both teacher education institutions and elementary schools. These modules will demonstrate and offer opportunities for a strong connected practicum for real-world teacher preparation.

The training and implementation of the blended learning modules will be organized through professional development specialists, master trainers, and select faculty members from provincial educational and apex institutions. The following are the key status updates of the module project for the reporting period:

The contract for the development of BLM-1, 'Collaborative Learning', was awarded to Angels Studios



Photograph 8: Students from Government Primary School in Battagram KPK, during selection for video filming for the Blended Learning Module

through an open and competitive process. The vendor was selected from amongst eleven applicants from all over Pakistan.

Production of the learning materials for BLM-1 has been initiated. Pre-planned video-based sessions focusing on collaborative learning make up the bulk of the materials, and video footage was gathered from both teacher education institutions and elementary school classrooms. The design and development of learning materials for two more modules (BLM-2, 'Science', and BLM-3, 'Teaching Reading') was also initiated this quarter.

The procurement process is underway for the production of BLM-2. The scope of work has been prepared and shared with pre-qualified vendors, and the contract will be awarded early next quarter.

Seeking access to classrooms and willing participants for video recording remains an uphill task. To seek further buy-in from educational institutions, Pre-STEP held discussions with several public apex bodies and NGOs. The project received an intent-to-support agreement from two more local organizations:

- 1. Mountain Institute for Educational Development (MIED)
- 2. National Commission for Human Development (NCHD)

Under this arrangement, the project will be able to film videos for BLM use in select public and community schools in Mianwali (Punjab), Batagram, Mansehra, Attock, Chitral (KPK), and Gilgit Baltistan. The PTA–community support teams from the two organizations are assisting the project in seeking consent for recording and release of videos from the parents of schoolchildren and in encouraging schools and communities to allow and support video filming.

To extend the number of potential video-recording sites, USAID's Teacher Education Project initiated discussions with other organizations, including Fatima Jinnah Women University, Directorate of Staff Development Punjab, Directorate of Curriculum and Teacher Education Abbottabad, Hazara University, READ Foundation, and Kashmir Education Foundation. The BLM project already has strong support from the Bureau of Curriculum and Extension (BoC) in Sindh. The more extensive the network of video partner institutions is, the better the footage will represent different provinces and school systems across Pakistan. A strong partner network will also enable the project to easily rotate filming among different locations and avoid disturbance to school calendars.

Activity 2.2.3: Improve implementation of the practicum component of the ADE and B.Ed. (Hons.) programs by supporting universities and colleges to expand linkages with practicum schools

USAID's Teacher Education Project is working with colleges and interested universities to improve the practicum in line with requirements of the ADE and B.Ed. (Hons.) programs. This effort requires close linkages to practicum schools. In each province, support to improve the practicum is being provided by professional development specialists, who are working alongside master trainers from provincial teacher education apex institutions. Table 14 lists the steps that are being undertaken to strengthen the practicum.

Table 14: Process of strengthening practicum

Step 1	Identify and notify practicum schools	Before the start of Semester 1
Step 2	Practicum Workshop 1 with college instructors and practicum school teachers to: Explore the purpose and benefit of the practicum Build a link between the school and college Plan for regular school visits by student teachers	During Semester 1
Step 3	Practicum Workshop 2 with college instructors and practicum school teachers to plan for the extended school practice in semester 3 and 4 of the ADE	Prior to Semester 3

During this quarter, professional development teams in each province completed the notification of practicum schools for all 49 colleges offering the ADE and universities. To date, 46 practicum schools have been notified.

During this quarter, 187 faculty members from 21 colleges and 201 practicum schoolteachers and head teachers completed the Practicum Module 1 workshop; 52 faculty members from five colleges and three universities and 117 practicum schoolteachers and head teachers completed the Practicum Module 2. Starting next quarter, the project will work directly with more practicum schools, and over the past three months, we began planning for these activities.

Result 2.3: Universities and colleges incorporating use of standards within their implementation of the new degree programs

Activity 2.3.1: Finalize national professional standards and create subject-specific standards

No relevant activity was scheduled for this quarter.

Result 2.4: Research programs conducted

Activity 2.4.1: Revise the grant award process to make additional 20 research grants

During this quarter, 18 research teams developed their research proposals. From these 18 proposals, the Research Evaluation and Advisory Committee (REAC) reviewed 12 proposals. As a result, four research teams signed grant agreements out of which two teams have started collecting data. Table 15 profiles the research teams and their progress.

Table 15: Status of research proposals

	University/Research Team	Title of the research proposal	Grant award (PKR)	Progress to date
1.	Hazara University, Mansehra	The integration of ICTs in teacher education programs of KPK and Punjab	724,212.00	Started collecting data
2.	University of Education, Lahore	Pedagogical practices of teacher educators in B.Ed. (Hons.) and ADE programs in Punjab	1,485,048.00	Started collecting data
3.	University of the Punjab, Lahore (Team 1)	A study of gaps between beliefs and practices of teacher educators in B.Ed. (Hons.) and ADE classrooms in universities and affiliated colleges in Punjab	1,796,950.00	Piloted and finalized data collection instruments
4.	University of Sindh, Jamshoro	The teaching practices of teacher educators in ADE and B.Ed. (Hons.) elementary programs in Sindh	1,053,018.00	Piloted and finalized data collection instruments
5.	Fatima Jinnah Women University, Rawalpindi	Assessment practices in the B.Ed. (Hons.)	887,280.00	Piloted and finalized data

		and ADE programs in		collection
		Punjab		instruments
6.	Provincial Institute of Teacher Education, Sindh	A study to explore demographic, intrinsic, and extrinsic motivational factors of prospective teachers on enrollment in the first semester of the ADE program in Sindh	1,063,319.00	Piloted and finalized data collection instruments
7.	University of the Punjab, Lahore (Team 2)	Development of reflective practitioners: A case of a new B.Ed. (Hons.) classroom	724,212.00	Preparing data collection instruments
8.	Sardar Bahadur Khan Women's University, Quetta (Team 1)	A descriptive study on relationship of background variables and types of motivation of prospective teachers in ADE/B.Ed. (Hons.) in Baluchistan	Grant agreeme	ent is in process
9.	Sardar Bahadur Khan Women's University, Quetta (Team 2)	A study of the implementation of suggested pedagogical practices in B.Ed. (Hons.) and ADE program in universities and affiliated colleges in Baluchistan	Ğ	ent is in process
10.	University of Balochistan, Quetta	A case study of assessment techniques in Child Development, General Mathematics, and Classroom Management courses in ADE/B.Ed. (Hons.) program in Baluchistan	Grant agreeme	ent is in process
11.	University of Azad Jammu and Kashmir, Muzzaffarabad	The role of collaborating teachers (CTs) in facilitating prospective teachers (PTs) for their first teaching experiences: A multi-case study of teaching practicum	ŭ	ent is in process
12.	Karakoram International University, Gilgit	The characteristics of prospective teachers in associate degree in education (AED) and B.Ed. (Hons) elementary programs in Gilgit-Baltistan	-	ent is in process
13.	Allama Iqbal Open University, Islamabad	Preparedness of teacher educators to use ICTs in teaching of ADE/B.Ed. (Hons.) courses	sent to REAC first week of A	
14.	Bahauddin Zakariya University, Multan	Prospective teachers' use of libraries in the		oroposal will be for review in the

		new ADE and B.Ed. (Hons.) programs in Punjab	first week of April 2012
15.	University of Karachi	Motivation of new entrants for joining ADE/B.Ed. (Hons.) programs in Sindh	The team is refining the first draft of research proposal with the support of Pre-STEP staff
16.	University of Peshawar	A case study of assessment techniques used in ADE/B.Ed. programs in KPK	The team is refining the first draft of the research proposal with the support of Pre-STEP staff
17.	University of Gujrat	Provision of authentic experiences for prospective teachers during practicum	The team is refining the first draft of the research proposal with the support of Pre-STEP staff
18.	Gomal University	Profiling prospective teachers in ADE and B.Ed. (Hons.) programs in KPK	The team is refining the first draft of the research proposal with the support of Pre-STEP staff

During this quarter, two ceremonies to award research grants to research teams were organized. USAID's Teacher Education Project presented the research grant awards to the Vice Chancellors of the University of Education Lahore and Hazara University. Four additional ceremonies are planned for the next quarter for

universities in Sindh, Balochistan, AJK, and Gilgit-Baltistan.

Since all partner universities have had the opportunity to submit proposals, the call for proposals (CFP) is being updated and expanded to allow more institutions and organizations to apply. With technical assistance from international research advisors, research themes have been further developed and the eligibility criteria have been broadened to include Pakistani institutions recognized by HEC



Photograph 9: Vice Chancellor of University of Education (3rd from left) receiving a research grant award from USAID's Teacher Education Project

and organizations registered with the Government of Pakistan. By the end of the third quarter FY 2012, it is anticipated that additional grants totalling approximately \$250,000 will have been awarded to applicants to the revised CFP.

Activity 2.4.2: Reconstitute the Research Evaluation and Advisory Committee (REAC) and revise its mandate

A fourth meeting of REAC was held to update members on the progress of proposals that had been submitted to the committee during the previous quarter. The meeting also provided an opportunity to discuss the role of REAC and the possibilities for expanding the call for proposals. During the discussion, REAC's chairperson again noted the value of REAC's process for reviewing proposals and said he would recommend that HEC adopt a similar process. REAC members also expressed a desire to be more involved with the research teams, and it was agreed that staff from

USAID's Teacher Education Project would contact REAC members again to enquire about their interest in mentoring the teams. As a result, two REAC members are now serving as mentors.

Activity 2.4.3: Develop capacity for conducting educational research

Fifty-nine participants attended a four-day seminar held at IER, University of the Punjab for research team members. Facilitated by Dr. Cathryn Magno (associate professor, educational leadership and policy studies, Southern Connecticut State University), Dr. Jamie Lew (associate professor, sociology, Rutgers University, New Jersey), and Dr. Irfan Muzzaffar (founding member, Education and Social Research Collective, United Kingdom), the seminar focused on establishing the link between education policy-making and research. This theme helped research teams understand the benefit of their research and to lay a foundation for an evidence-based policy-making culture in pre-service teacher education programs. The process of education policy-making was also discussed, using examples of existing policy-relevant research from the US and Pakistan.

The seminar also consisted of hands-on. focused activities designed to help research teams understand the processes of instrument construction and data collection. A combination of short presentations and discussions were used to generate dialogue around the issues involved in the construction of questionnaires, semi-structured interviews, focus group discussion protocols, and observation checklists. Using video, the participants also examined aspects of research conducted on preschool in three different cultures to learn more about multi-method approaches to data collection. The video also helped raise awareness about the role of a qualitative researcher (reflexivity) in research settings, issues of inter-observer consistency, and the importance of triangulation.



Photograph 10: A university research team member during the National Research Seminar organized by USAID's Teacher Education Project

Towards the end of the four-day seminar, the research teams were invited to present their research to the panel of

REAC members, who were also given an opportunity to respond to questions from the research teams. Following the workshop, the three facilitators visited universities to continue working with research teams in Sindh, Punjab, and Khyber Pakhtunkhwa. Members of the project research team and the research mentors have continued these on-site visits.

Also during this quarter, three proposal development workshops were held at University of Karachi, Allama Iqbal Open University, and at USAID's Teacher Education Project office in Islamabad.

Objective 3: Develop a plan for implementing the new curricula for new and existing teachers

Result 3.1: Scholarships provided to new teachers to enroll in the new ADE and B.Ed. (Hons.) elementary programs

Activity 3.1.1: Provide scholarships to student teachers enrolled in B.Ed. (Hons.) and ADE programs

To order to attract strong teacher candidates into the recently introduced B.Ed.

(Hons.) and ADE programs, USAID's Teacher Education Project is providing merit and needs based scholarships. This quarter, a total of 278 scholarship grants with a value of PKR 5.560.000 were awarded to Cohort I students from four universities and six colleges in Punjab, Khyber Pakhtunkhwa and Balochistan (Table 16). The project planned to distribute scholarship grants in Gilgit Baltistan but was unable to do so because of the unstable security environment during the planned distribution dates. Also during this guarter, as requested by the USAID Agreement Officer Representative, the project submitted a program description of the scholarship grants process. See Annexure 3 for a copy of the document.



Photograph 11: Karen Freeman, Deputy Mission Director, USAID/Pakistan, awarding a merit and needs-based scholarship to an B.Ed. (Hons.) student at the IER, University of the Punjab, Lahore

Next quarter, it is anticipated that approximately 700 newly enrolled Cohort II students will receive a scholarship grant. These new students will start the first semester of the ADE and B.Ed. (Hons.) programs in universities and colleges in Punjab, Khyber Pakhtunkhwa, Balochistan, Sindh, AJK, and Gilgit Baltistan.

Table 16: Status of scholarship grants

	Region University/College	Cohort	Semester Installment	Scholarships Awarded for the Quarter	Total Amount Disbursed (PKR)
	Punjab				
1	University of the Punjab	1	2	15	300,000
2	University of the Punjab	1	3	15	300,000
3	GCET Faisalabad	1	2	30	600,000
4	GCET D.G. Khan	1	2	35	700,000
	Khyber Pakhtunkhwa				
5	RITE (Female) Abbottabad	1	3	49	980,000
6	RITE (Male) Peshawar	1	3	29	580,000

7	University of Peshawar	1	3	14	280,000
8	Hazara University	1	3	14	280,000
	Balochistan				
9	University of Balochistan	1	2	09	180,000
10	GCET Panjgur	1	2	48	960,000
11	GCET Pishin	1	2	20	400,000
	Total		N/A	278	5,560,000

In The Spotlight: Second National Consultative Interchange

USAID's Teacher Education Project began this quarter by organizing its second National Consultative Interchange in Islamabad from January 4-5, 2012 (complete report was submitted to USAID/Pakistan on February 28, 2012). The two-day conference updated participants on the project's accomplishments and addressed the strategies and policy initiatives needed to institutionalize teacher education reforms over the remaining life of the project and beyond. It also provided an opportunity to refine the work plan collaboratively with our partners.

The Interchange was attended by more than 80 senior officials of provincial departments of education and their teacher education apex bodies. representatives of the Higher Education Commission, vice chancellors and deans of partner universities, the federal Secretary of the Capital Administration and Development Division (CADD), and provincial secretaries of education. All participants were given copies of the performance monitoring plan (PMP), life of project (LOP)



Photograph 12: Group discussion on college-university affiliation during the Second National Consultative Interchange of USAID's Teacher Education Project

work plan, and accompanying matrices.

In December 2011 the LOP work plan was shared with the provincial steering and advisory committees for detailed review, discussion, and feedback. The purpose of these consultations was to ensure that the LOP meets provincial strategic priorities for implementing teacher education reforms.

On the opening day of the Interchange, presentations were given by Dr. Mahmood ul Hasan Butt, the project's Chief of Party; Dr. Samina Qadir, Vice Chancellor at Fatima Jinnah Women University; and Ms. Salma Nazar Khan, a USAID-sponsored student enrolled in the doctoral program at the Center for International Education, University of Massachusetts. A short video documenting the teaching and learning skills of students currently enrolled in the ADE program was shown. Ms. Jo Lesser-Oltheten, Director of the Office of Education at USAID, addressed the Interchange, assuring the audience of continued support from USAID for programs to improve the quality of basic education in Pakistan.

During the second day of the Interchange, participants discussed the work plan in provincial and area groups. Although a set of questions was shared with each group to prompt discussion, groups were encouraged to discuss the aspects of the plan that interested them most and to consider their roles in its implementation. Each group was invited to generate and present recommendations for the work plan and for institutionalizing and strengthening teacher education reform efforts in each province.

Participants were then invited to join one of four concurrent discussion groups. Each group was asked to discuss one of the following issues and to make recommendations to the plenary session (and to the project) for action.

- Assessment in the ADE and B.Ed. (Hons.) Elementary programs
- · Affiliation of colleges with universities
- Consolidation and harmonization of pre-service teacher education programs
- Bridging courses for upgrading the professional knowledge and skills of practising teachers

Dr. Sohail Naqvi, the Executive Director at the Higher Education Commission, closed the Interchange by expressing his appreciation for the work being done by USAID through the project to improve the quality of basic education in Pakistan.

Sustainability and Ownership of Project Initiatives

This quarter the stakeholders of USAID's Teacher Education Project have taken several steps that demonstrate their commitment to sustain and expand on initiatives beyond the life of the project.

The MoUs that have been signed with universities for the construction and rehabilitation of Faculty of Education buildings stipulate that these tasks will be linked to the universities' intentions to offer and effectively implement the new ADE and B.Ed. (Hons.) degree programs. The universities have also agreed (a) to allocate sufficient funds and manpower for the operation and maintenance of the buildings upon possession, and (b) to appoint a sufficient number of faculty members and support staff to ensure successful implementation of the program.

Since provincial apex institutions were closely involved in the college improvement plan (CIP) development process during the quarter, it is anticipated that apex institutions will now closely monitor and support the CIPs and that the respective apex bodies will endorse the plans. Once the project completes its tenure, these monitoring and support functions will continue.

University staff members have begun using skills they have learnt in the project's strategic planning workshops and applying them to other areas of the university. For example, University of Azad Jammu and Kashmir (AJK) is planning to develop an overall strategic plan for the university, and Hazara University will be starting a similar activity during the next quarter.

Monitoring and Evaluation

The project monitoring and evaluation (M&E) system of USAID's Teacher Education Project provides timely and high-quality data and analysis on our progress towards achieving results. The system is designed to supply a continuous and well-organized flow of data on specific indicators related to implementation, provide up-to-date information about activities, and document any changes to project design. Below we describe highlights of activities undertaken during the quarter to expand and refine the M&E system.

PMP indicators were assessed against targets for this quarter and actual achievements. The cumulative performance of the last two quarters of FY 2011-12 and the targets for the next quarter have also been set to ensure consistency in achieving goals. However, the PMP will be further fine-tuned during the next quarter due to the reprogramming of the project and its alignment with USAID's PMP.

The M&E database was further developed to streamline the process of data gathering and to standardize and ensure consistency of data gathered throughout the life of the project. Furthermore, the M&E team also updated Pak Info, USAID's webbased system for tracking incountry project and portfolio information.

All training activities were monitored through USAID's standard TraiNet data collection toolkit and were developed, piloted, and improved throughout the quarter. Monthly progress was reviewed using TraiNet



Photograph 10: Faculty member of Regional Institute of Teacher Education, Dargai KPK, during a formative evaluation interview

consolidated sheets. By the end of February a total of 43 trainings had been held in which 1,122 participants from partner institutions were trained (618 male and 504 female). Some data for March is still awaited from the field; please refer to Table 17 for details. Approximately 62% of the annual target for participants trained was achieved during the first two quarters, with nearly 45% female participation.

During this quarter, the formative evaluation (FE) for three courses and the professional development (PD) survey were designed, piloted, planned, and executed. The first round of the FE survey covers 32 partner institutions and will be concluded by the end of April 2012; round two will follow in May 2012 for four additional courses (refer to annexure 4 for details). A total of 879 students and 44 faculty members have participated in the survey so far. Cumulative results will be shared from all regions upon completion.

The data for student enrollment in the ADE and B.Ed. (Hons.) programs was also updated. A total of 2,673 students are enrolled, out of which female enrollment is 1,715. Female enrollment constitutes 64% of total enrollment in the ADE and B.Ed. (Hons.) programs.

Recruitment for M&E staff positions in Islamabad and the provinces was completed during this quarter. Staff recruited for Sindh declined to join the project after participating in the recruitment. Additional vacancies for M&E posts have been advertised and short-listing is underway as we move into the next quarter.

Details on overall project progress are given in Table 17

Table 17: Performance monitoring plan (PMP) indicator performance

PMP Ref. #	PMP Indicators*	Target for FY 2012 (1 Oct 2011 - 30 Sept 2012)	Target for this quarter (1 Jan – 31 Mar 2012)	Achievement for 2 nd quarter (1 Jan – 31 Mar 2012)	Achievement quarters 1 & 2 (1 Oct 2011 – 31 Mar 2012)	Target for 3 rd quarter (1 Apr – 30 Jun 2012)	Remarks
1.2.1	Number of university strategic plans developed to support the implementation of ADE/B.Ed.	13	6	5	6	2	Faculty and administrators have expressed growing concern that the many project activities are hindering their teaching and other responsibilities.
1.2.2	Number of college improvement plans (CIP) for provision of teacher education developed by teacher training institutions	36	36	6	6	41	 CIP training started in February. Some CIPs were delayed due to the security situation (e.g., in GB, KPK, and Balochistan). Work is also underway with the 10 colleges that prepared short-term CIPs in 2011. By the end of April, 47 CIPs are likely to be completed.
1.2.3	Number of college- university affiliation plans developed	41	29	29 *	29	32 (process will be started but may not conclude during the quarter)	* Six of these in Balochistan are provisional affiliations for one year; they are allowed to start offering the ADE.
1.3.1	Number of small grants distributed to provincial apex institutions	7	0	0	0	% of the total grant (in-kind) to each institution will be distributed	 Grants manual submitted to USAID for endorsement. Needs of apex bodies being identified through strategic plans. 30% of the total grant for each institution will be provided.

1.3.2	Number of small grants distributed to universities	15	0	0	0	Part of the grant (in-kind) to each institution will be distributed	 Grants manual submitted to USAID Needs of universities being identified through strategic plans. Development of specifications for procurement of books and technology equipment has started. 30% of the total grant for each institution will be provided.
1.3.3	Number of small grants distributed to colleges	50	0	0	0	Part of the grant (in-kind) to each institution will be distributed	 Grants manual submitted to USAID. Needs of colleges being identified through CIP orientation and development. Development of specifications for procurement of books & technology equipment has started. 30% of the total grant for each institution will be provided.
2.1	Number of provinces/areas with plans to meet teacher demand/needs based on evidence from teacher mapping	7	*These plans will be completed in FY 2013	0	0	0	These plans are not slated to be completed until FY2013; activities leading up to the plan development will begin after provincial strategic plans are completed.
3.1	Percentage of professional development activities delivered by host country trainers trained by the project	50% of 130 (65)	62% (40 sessions)	90% (36**)	105% 32+36 = 68	30 sessions	**36/40 sessions have been co-facilitated by master trainers.
4.1.1	Number of colleges offering ADE/B.Ed. teaching degree	51	32	32	16+32 = 48*	48*	* These will be reportedly be the same partner colleges.

4.1.2	Number of universities offering ADE/B.Ed. teaching degree	11	11	11	11*+1=12	11*	*These will reportedly be the same partner universities.
5.6	Number of research projects implemented with support from the project	15	9	9	12	3	
6.1.1	Individuals receiving scholarships through USG-funded partnerships, scholarships, or exchange programs to attend higher education institutions (US, host country, third country).	1,490	341	278 (M 91; W 187)	NA Individuals receiving the scholarship/s are the same.	700 + 270 = 970	 Scholarship recipients include 67% women during this quarter. Scholarship distribution (63) for GB was postponed due to security reasons and curfew. For next quarter: Approximately 270 scholarships will be provided to the continuing students. An additional 700 scholarships from USAID for newly enrolled students are in the approval process.
7.1.1	Number of provincial plans to upgrade in-service teacher qualifications drafted	3	0	0	0	0	Work with AIOU on their strategic plans has been initiated, and their proposal will be refined for support required. It is envisaged that some teachers will be able to upgrade their qualifications through distance learning offered through AIOU.
3.3, 5.1, 5.4, 5.5	Number of teachers, administrators, school officials, teaching assistants, tertiary faculty, and students whose skills are strengthened	3,744	936	1,122	2,307	936	 Nearly 62% of annual target has been achieved, with 44% being women participants. For the current quarter, a total of 21/23 trainings were reported for Jan 2012 on TraiNet. Financial data for 2 trainings from Jan & 20 from Feb are pending.

Ī	through USG-			Data for March is pending.
	supported programs			

Result 4.1: Monitoring systems designed, approved and established

Activity 4.1.1: Design, create and establish monitoring systems

The purpose of the M&E database is to consolidate, manage, and track project information on students, faculty, institutions, and activities (training, workshops, etc.). The database will not only streamline the process of data gathering but also standardize and ensure the consistency of data gathered throughout the life of the project.

Pak Info Database

The M&E team updated USAID's Pak Info database, which is a web-based system for the tracking of project and portfolio information. It contributes to the mission's effort to strengthen both its performance management capacity and its compliance with Automated Directive System (ADS) 203w. Pak Info requires reporting of partner progress at the tehsil level; the project uploaded the required information to Pak Info during the reporting period for all partner institutions.

TraiNet Data Collection Toolkit

All training activities are monitored through USAID's standard TraiNet data collection toolkit based on ADS 252 and 253, and monthly progress is reviewed using TraiNet consolidated sheets received from each provincial M&E team. Table 18 provides an overview of total trainings reported during the first and second quarter of FY 2012.

FY	Quarter	Number of Trainings	Male Participants	Female Participants	Total Participants
2012	Q2	43	618	504	1,122
	Q1	53	668	517	1,185
	Total	96	1,286 (56%)	1,021 (44%)	2,307

Out of these, 74 trainings with a total participant number of 1,751 and a gender breakdown of 957 (55%) male and 794 (45%) female have already been reported in the TraiNet database (refer to Annexures 5 and 6 for detailed TraiNet reports).

Result 4.2: Evaluation activities designed and conducted

During this quarter, the formative evaluation (FE) for three courses and the professional development (PD) survey were designed, piloted, planned, and executed. Core activities have been the design of survey tools, translation and programming of content into Lenovo tablets, the training of M&E staff, the planning of field visits, coordinating with respective partner institutions, data collection and entry, faculty interviews, and focus group discussions with students. The aim of this FE is to provide faculty and student feedback to curriculum development teams so that necessary changes can be made before the next round of curriculum implementation.

Activity 4.2.1: Conduct formative evaluation of ADE curriculum, materials and implementation

The first round of the FE survey focuses on the ADE courses Child Development (CD), Methods of Teaching (MT), and Teaching Literacy (TL) and is expected to cover a total of 32 partner institutions (Figure 1). So far 22 universities and colleges have participated in the survey from the provinces of KPK (14), Punjab (3), Balochistan (1), and AJK (4). The first round of the FE survey will be concluded by the end of April 2012, and round two will follow in May 2012. The second round of the FE survey is expected to cover at least four courses, but it is dependent on the academic calendar and the availability of faculty and students at partner universities and colleges.

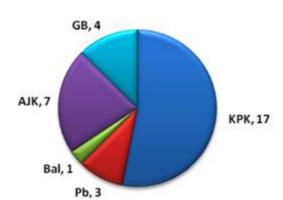


Figure 1: Provincial coverage of formative evaluation survey round 1 of partner institutions

The FE survey tools were designed in consultation with course developers and have helped gather substantial quantitative and qualitative data. A total of 11 FE tools were developed to gather feedback from students and faculty on the three courses. These tools were piloted, translated, and refined based on the results of the pilot exercise. The total number of students that have participated to date in the survey is 879; 550 (63%) of these were women participants and 329 (37%) men. Out of the 44 faculty members who participated in the survey, 22 (50%) were women and 22 (50%) were men. Further details on survey participants at the provincial level can be found in Table 19.

Table 19: 0	Gender distribution	n of FE survey	<i>y</i> participants
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Course	Course KPK		Ва	lochista	n	I	Punjab			AJK		Total	
	М	F	Т	M	F	Т	М	F	Т	M	F	T	
Students	205	362	567	-	46	46	73	117	190	51	25	76	879
Faculty	17	12	29	-	1	1	3	6	9	2	3	5	44
Total	222	374	596	-	47	47	76	123	199	53	28	81	923
%	37%	63%	-	-	100%		38%	62%	-	65%	35%	-	-

Quantitative data Collection Progress

Round one of the FE survey has so far covered 4 provinces, and substantial quantitative data has been collected for analysing the curriculum of the selected three courses. Faculty and students have completed a total of 965 FE forms for the three selected courses and for the professional development survey as well. So far 917 forms (95% of the data) have been entered in the software for descriptive analysis. The regional distribution of quantitative data gathered during round one of the FE survey is provided in Table 20.

Table 20: Regional distribution of FE Round 1 quantitative data collection/entry for the quarter

S. #	Region	Number of Institutions	Data Collected (Number of forms)	Data Entered (Number of forms)	Pending	Percentage of Data Entered
1	KPK	14	625	625	-	100%
2	Punjab	3	205	205	-	100%
3	Balochistan	1	49	1	48	2%
4	AJK	4	86	86	-	100%
	Total	22	965	917	48	95%

Information gathered about the courses will further enrich the curriculum and contribute to improvements in course design according to the needs identified by the stakeholders. Table 21 presents the quantitative data collected for each course.

Table 21: Quantitative data collection/entry for CD, MT and TL for the quarter

S. #	Course	Data Collected (No of forms)	Data Entered (No of forms)	Percentage of Data Entered	
1.	CD-Student Survey	386	363	94%	
2.	CD-Faculty Survey	17	16	94%	
3.	MT-Student Survey	463	440	95%	
4.	MT-Faculty Survey	23	22	96%	
5.	TL - Student Survey	30	30	100%	
6.	TL - Faculty Survey	2	2	100%	
	Total # of forms	921	873	95%	

Qualitative Data Collection Progress:

The FE survey also aimed at gathering qualitative data by carrying out focus group discussions (FGDs) with a representative sample of six to eight randomly selected students as well as interviews with faculty members teaching the selected courses. The qualitative data comprises 81 FGDs and faculty interviews conducted to date, and its regional distribution is provided in Table 22 below.

Table 22: Regional distribution of FE survey round 1 qualitative data collection for the quarter

S. #	Region	Institution	Faculty	Transcribed	Pending	% of Data
		S	Interviews/ Student FGDs			Transcribed

1	KPK	14	56	54	2	96%
2	Punjab	3	13	8	5	62%
3	Balochistan	1	4	-	4	-
4	AJK	4	8	1	7	13%
	Total	22	81	62	18	77%

A total of 41 faculty interviews and 40 FGDs were conducted for the three courses during the reporting period. The coursewise distribution of qualitative data collected is presented in Figure 2 below.

Total MT-Student-FGD CD-Student FGD TL-Student FGD 10 20 30 40 50 60 70 80 90 TL-CD-CD-MT-MT-TL-Faculty Student Student Faculty -Student-Faculty-Total -Int FGD FGD FGD Int Int 15 62 ■ Transcriptions Received 2 14 14 17 FGD-Int 2 2 17 17 21 22 81

Figure 2: Qualitative data collection MT, CD and TL

Activity 4.2.2: Conduct process evaluation of professional development activities

The PD survey assesses the contribution of PD activities to enhancing teaching skills and meeting the requirements of the faculty; its use will elicit teaching practices and allow the project to make adjustments to new curricula accordingly. During the reporting period, the PD survey was carried out in 18 institutions with the faculty of the Child Development, Methods of Teaching, and Teaching Literacy courses. So far 44 survey forms have been collected, and 100% of the quantitative data has been entered in the software for further analysis (Table 23).

Table 23: PD su	irvey quantitative	data collection f	for the quarter
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S. #	Course	No of Institutions	Data Collected (No of forms)	Data Entered (No of forms)	% of Data entered
1.	Child Development	22	19	19	100%
2.	Methods of Teaching	22	23	23	100%
3.	Teaching Literacy	2	2	2	100%
	Total		44	44	100%

Student Enrollment in ADE and B.Ed. (Hons.) programs:

The M&E team regularly collects and updates the number of students enrolled in ADE/B.Ed. (Hons.) programs at Cohort I and II partner institutions. The student enrollment data not only shows progression in ADE/B.Ed. (Hons.) programs but also illustrates the gender distribution. A total of 2,673 students have been enrolled in the ADE/B.Ed. (Hons.) program, with 2,094 students in Semester 1 compared to only 553 students in Semester 3 (Figure 3).

568 500 - 475 400 - 357 300 - Semester 1

Sdb

Figure 3: Number of students enrolled in ADE/B.Ed. (Hons.) by province/semester

182

157

Bal

200

100

It is encouraging to note the gender distribution of students enrolled in ADE/B.Ed. (Hons.) programs: the enrollment of women is 1,715, far surpassing the enrollment of men at 958 students. Women make up 64% of the total, compared to men at 36%; further details can be found in Figure 4.

Semester 2

Semester 3

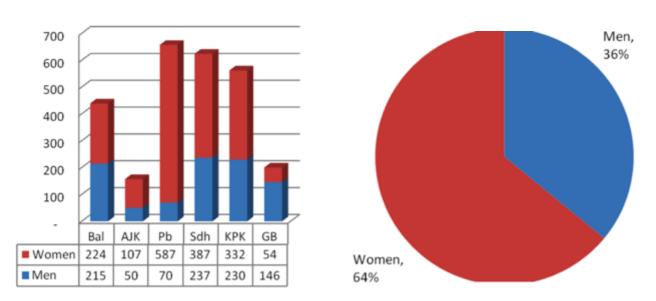


Figure 4: Number of students enrolled in ADE/B.Ed. (Hons.) program by province and gender

Activity 4.2.3: Conduct evaluation of provincial and university strategic planning process:

During this quarter the project developed tools for assessing the strategic planning process at the university and provincial levels. The tools were piloted and baseline data were gathered during a national workshop held in January 2012 in Karachi. The M&E team briefed and facilitated the session, and discussions focused on the monitoring and evaluation mechanisms required for implementation of the strategic plans under development by all provinces/regions and partner universities. The results are being analysed and will be shared during the next quarter. Draft guidelines for developing a practical and tangible M&E framework for the strategic plans has been prepared to assist the stakeholders. The M&E team is also exploring how to better assist the partners in implementing their strategic plans' M&E frameworks as part of the reprogramming of the project.

Communications

This quarter USAID's Teacher Education Project engaged additional staff for its Communications Unit, which included the position of Manager of Media and Outreach and three provincial communications positions for Sindh, Khyber Pakhtunkhwa (KPK), and Punjab. The remaining positions in Balochistan and Azad Jammu and Kashmir (AJK) are expected to be filled before the end of the next quarter. A revised version of the project's Branding & Marking Plan (B&MP) was resubmitted to USAID for approval after incorporating earlier suggestions put forth by USAID/AOR.

Result 5.1: Products for stakeholder communications created

Activity 5.1.3: General material prepared

During the reporting period, the Communications Unit prepared press briefs for various programmatic activities of the project, which included the MoU signing ceremony for the construction and renovation of Faculty of Education buildings, scholarship awards, and grants distribution ceremonies held across the country. To commemorate the International Women's Day and reiterate USAID's commitment to gender equality, an outreach campaign consisting of half-page coloured advertisements in leading national newspapers was carried out. Press coverage was ensured in 15 major English and Urdu newspapers (refer to Annexure 7 for press clippings).

Result 5.2: Project and new admissions website designed, created, launched, and maintained

The project's website (http://prestep.org/) became fully functional this quarter and project accounts were created with social media sites such as Flickr, Facebook, and YouTube. Based on feedback from USAID, it was decided to have the current website further improved. A new web-development firm will be hired early next quarter and an improved website will be shared with USAID.

Result 5.3: Project photo library created and maintained

The projected photo library was continuously updated during the reporting period.

Result 5.4: Annual outreach campaign conducted

Activity 5.4.1: Create thematic print advertisements

The project initiated the process of engaging a media firm by seeking expressions of interest (EOI) in leading national English and Urdu dailies, to which 13 firms responded. Out of these, nine were shortlisted and received an RFP and scope of work. Eight of these nine sent in their technical proposals, of which five were shortlisted for presentations before the technical evaluation committee. After the presentation, four media firms were finalized for the campaign, and it was unanimously decided by the committee that campaign deliverables would be distributed among these four. Early next quarter, final presentations by these companies will be given before the committee, and USAID/AOR and a member of the DOC/USAID will also participate.

The campaign will ensure production of Information Education and Communication material such as banners, standees, posters, bumper stickers, folders, and brochures to be placed at the help desks created at various partner universities and

colleges. In addition, radio spots, television commercials, and print material such as thematic as well as generic adverts will be prepared for the campaign. USAID's Teacher Education Project's print and electronic outreach campaign will strictly adhere to the admission timelines of institutions in all regions of the country. The campaign will begin in May of 2012 and will continue until the end of the year. Timelines for the campaign were developed in consultation with the Provincial Directors of USAID's Teacher Education Project and shared with USAID.

Annexures

- 1. Workshop report on 'University and College Collaboration.'
- 2. Government of Balochistan notification on recruitment of teachers with ADE
- 3. Program description of the scholarship grants process
- 4. List of partner institutions for Formative Evaluation (FE) 1
- 5. TraiNet Report 1
- 6. TraiNet Report 2
- 7. Press clippings

Annexure 1: Workshop report on 'University & College Collaboration

Event /Workshop	University and College Collaboration: Planning for Action
Date and Venue	12-14 March 2012 at IER, University of Punjab, Lahore 19-21 March 2012 at Serena, Islamabad
Employee Name	Nooruddin Shah
Communication material used	Pre-STEP Standees

Background

Pre-STEP partner institutions including universities and colleges launched new teacher education programs i.e. Associate Degree in Education (ADE) and B.Ed (Hons.) in 2010. The partner institutions are using HEC scheme of studies and syllabi/course guideline developed with support from Pre-STEP. All the colleges offering ADE are required to get affiliation from universities and follow semester system. For most of the colleges, affiliation and semester system is a new experience resulting in various issues and challenges especially related to affiliation, curriculum and assessment etc.

The need from bringing senior managers from universities, colleges and provincial departments of Education to discuss collaboration was identified by government participants during Pre-STEP Consultative Interchange held on 4-5 Jan 2012 at Islamabad. In response to issues raised by partner institutions and the urgent need of improving collaboration among universities, colleges and provincial departments of education, Pre-STEP organized a three-day workshop on "University and College Collaboration: Planning for Action". This workshop was arranged at two locations. The workshop for participants from Balochistan and Punjab was held on 12-14 Mar 2012 at IER, University of Punjab, Lahore. While the participants from KP, AJK, GB and FATA joined the workshop held on 19-21 Mar 2012 at Serena Islamabad.

Objectives of Workshop

The participants worked together on day 1-2 while universities and colleges worked separately on day 3 of the workshop with following objectives:

Objectives for Day 1-2

- Identify key areas of collaboration between colleges and universities offering the ADE and B.Ed (Hons.) Elementary programs
- Assess the current state of collaboration
- Prepare action plans for improving collaboration

Objectives for Day 3

Universities:

- Draw lessons in strategic planning from Phase I university partners
- Explore solutions to potential hindrances in implementation of strategic plans

Induction of Phase II universities into strategic planning background & techniques

Apex Bodies & Colleges:

- Draw lessons in strategic planning from provincial strategic plan
- Explore problems & solutions in College Improvement Plan (CIP) development and implementation
- Explore path forward for CIP process

The detailed agenda of workshop is attached as annex 1.

Key Activities, Observations and Outcomes

The three-day workshop on "University and College Collaboration: Planning for Action" workshop was arranged at two locations. The workshop for participants from Balochistan and Punjab was held on 12-14 Mar 2012 at IER, University of Punjab, Lahore. While the participants from KP, AJK, GB and FATA joined the workshop held on 19-21 Mar 2012 at Serena Islamabad.

Participants included representatives from government elementary colleges, universities, provincial departments of education and teacher education apex institutions. Representatives from Registrar Office, Examination and Department of Education of partner universities joined the workshop. The affiliated colleges were represented by managers (apex bodies), principals and faculty members. A total number of 122 participants (81 male and 41 female) actively participated in the workshop. A complete list of participants is attached as annex 2.

Table 1: Number of Participants

Date and Location of Workshop	Province/Area of Participants	Number of Participants				
		Male	Female	Total		
12-14 Mar 2012, IER, Lahore	Balochistan and Punjab	29	18	47		
19-21 Mar 2012, Serena, Islamabad	KP, AJK, GB and FATA	52	23	75		
TOTAL		81	41	122		

The workshop was facilitated by Dr. Mary Lackie, Senior Technical Director Pre-STEP, Helen Kirby, Senior Technical Director Pre-STEP, Dr. Gita Steiner Khamsi, Policy Advisor Pre-STEP/ Teachers College, Columbia University and Pre-STEP Country Office Team. On the first day of the workshop, participants explored the issue of collaboration and the offering of the B.Ed (Hons) Elementary and ADE programs. The participants also learned scenario planning as tool for strategic planning and discussed three scenarios: the "Smooth Transition" 2018 Scenario (Best Case Scenario); the "Divide & Rule" 2018 Scenario (Worse Case Scenario); and "Extended Present Scenario".

On the second day of workshop, participants work in groups (university with affiliated colleges) and developed draft action plans based on agreed areas of collaboration. The groups discussed mechanism for collaboration and proposed establishment of "University & College Collaboration Committees" to address issues and strengthen collaboration. The draft action plans and proposed structure of university & college collaboration committees is attached as annex 3.

Participants worked separately in university and college groups on the last day of workshop focused on strategic plans and college improvement plans. At the end of workshop, participants expressed their satisfaction with the overall arrangements of workshop and appreciated support of USAID. The result of evaluation forms filled by participants is attached as annex 4.

Outcomes of workshop

- 1. Identified areas of collaboration and developed draft action plan (see annex 3)
- 2. Proposed a structure for collaboration by establishing 'university and college collaboration committees (see annex 3)
- 3. Understanding of scenario planning as tool for strategic planning
- 4. Shared lessons learned for developing strategic plans and college improvement plans

Action points/Follow-up activities

- 1. Provincial Directors (PDs) Pre-STEP will coordinate with universities to get collaboration committees notified
- 2. Pre-STEP will assist partner institutions to organize meetings of collaboration committees and finalise action plans
- 3. Participants recommended that similar workshops on collaboration be arranged to review progress, address issues and share experiences

- 00 doubt 25/2010-11



GOVERNMENT OF BALOCHISTAN
SECONDARY EDUCATION DEPARTMENT
(Budget Section-I)
Dated Quetta the 了床Feb: 2012

ORDER.

NO.SO.(Budget)/2-14/Edn.S.O(Budget) 4 po 6 The Government of Balochistan is pleased to accord approval for up-gradation of (200) Two hundred posts of JVT (M/F) B-09 to that of Junior Elementary School Teacher B-15 (holding Associate Degree in Education) in the institutions of Education Department during the current financial year 2011-12 with effect from 1st January 2012.

 The Expenditure involved in the scheme will be charged under the head Major Function 09-Education, affairs and services Minor Function 0921-Secondary Education affairs and services detail function 092101-Secondary Education for the year, 2011-12.

(MUNIR AHMED BADINI)
Secretary Secondary Education

A Copy is forwarded to the Accountant General Balochistan Quetta.

(SANAULLAH KHAN)
Section Officer (Reg-I
Finance Department

Copy for Information to the;-

1. Secretary, Govt: of Balochistan, Finance Department, Quetta.

2. Director of Education Schools Balochistan Quetta.

All District Accounts Officer/Assistant District Accounts Officer.
 Section Officer (Schools) Education Department, Quetta.

5. Section Officer Budget (V) Finance Department, Quetta-

6. Master File.

(Ali-Muhammad Hasni) Section Officer (Budget-I)

Annexure 3: Program description of the scholarship grants process

Overview of USAID Teacher Education Project (Pre-STEP)

The USAID Teacher Education Project (Pre-STEP) is a 5 years program (2009-13) that works in close collaboration with the Ministry of Education and the Higher Education Commission (HEC). Its goal is to improve classroom teaching in the public education system by improving the quality of teachers in Pakistan. The goal of the USAID Teacher Education Project is to improve the quality of basic education in Pakistan through improved teacher education.

The 2009 National Education Policy identifies reforms to pre-service teacher education as critical for improving the quality of basic education. One of the reforms recommended is the introduction of a four-year Bachelor of Education as the basic requirement for hiring elementary school teachers by 2018. The new degree will help attract better candidates into teacher education programs, which will in turn improve the quality of graduate teachers and provide a foundation for a better quality basic education. The process for introducing and institutionalizing this new degree program involves a complex and coordinated effort with national and provincial stakeholders. The USAID Teacher Education Project is designed to support this process through the following three objectives:

- 1) Improve systems and policies that support teachers, teacher educators and educational managers;
- Provide support to the HEC and MOE teacher education institution to develop/revise evaluate and finalize standards curricula and modules for preservice teacher education degrees; and
- 3) Develop a plan for implementing curricula at teacher education institutes for new and existing teachers.

Purpose of the Scholarship Program

The USAID Teacher Education Project has partnered with 15 universities and 75 colleges, which are offering the new degree program. In order to attract new students into the new degree programs, scholarships will be offered and serve as an incentive to attract highly-qualified and talented students into the teaching profession. The USAID Teacher Education Project will work in close collaboration with its college and university partners to establish the scholarship activity and together work to raise awareness of the new degree programs and the availability of scholarships. The USAID Teacher Education Project will provide approximately 1490 scholarships to students and carefully monitor the progress of this program and will report to USAID and other stakeholders.

The Scholarship Process

The scholarship activities will build on the existing scholarship framework where students are enrolled in Semester 1. The USAID Teacher Education Project will allocate

100 scholarships per province/area for partner colleges and 15 scholarships per university partner.

- Scholarships will be provided on a semester basis and the value of each scholarship will be PKR.20, 000.per semester. For ADE a total of PKR 80,000 is required and for B Ed. (Hons.) PKR160, 000 is required.
- The scholarship will be used to cover tuition, room and board, and costs related to photocopying, textbooks and transport to and from the campus.
- All scholarship payments will be made directly to the students.
- Students will pay the tuition and fees upfront to demonstrate commitment
- Payments to students will be made in the middle semester based on meeting the
 merit criteria. As an incentive, it was determined that payment during the middle
 of the semester and for a number of students the payment of tuition and fees is
 an economic burden. It also allows the student to cover the costs related to
 transport, photocopying and books required for their courses.

Selection of Students for Scholarship Awards

- a. New Students (Cohort 2)
 - A students admission into the scholarship program is based on academic merit
 - For new students entering Semester 1, the student" academic merit will be determined based on score achieved in the 10th and 12th grade public examinations and on the score of their entrance exams, where required.
 - A cumulative total of the 10th and 12th grade scores are used to determine academic merit.
- b. Continuing Students (Cohort 1)
 - For continuing students, semesters 2-8, a minimum grade point average of 2.0/60% marks must be achieved in each semester otherwise the student will not qualify for the award of the scholarship for that semester.
 - Any student, who fails/one course, will be allowed to repeat the course the following semester, if the student passes the repeated course, the student will qualify for the award of the scholarship from the previous semester.
 - Any student that fails two or more courses in one semester will not qualify for any future scholarship awards.

Documentation Required for Scholarship Payment

- a. New Students
 - University/college list of recommend students based on admission criteria and academic scores
 - A copy of the university/college's published tuition and fee schedule (Prospectus).
 - University/college certification of student payment of tuition and fees
- b. Continuing Students

- Official university/college transcript records to document that each student can demonstrate satisfactory completion of the previous semester
- University/college certification of student payment of tuition and fees

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Length of Scholarship Awards

Scholarship will be awarded to students throughout the life of the project. It is recognized that students entering the ADE or B. Ed. (Hons.) programs effective Fall 2012, the project will not be able to fund scholarships beyond September 2013.

Role of the University/College

University/college will be responsible for exploring how to continue funding of the scholarships awarded to students under the USAID Teacher Education Project.

Annexure 4: List of partner institutions for Formative Evaluation 1

		List of Partner Institutions (Formative Evaluation - R	Round-1)
S.No	Code	Institution	City
		Khyber Pakhtunkhwa (KPK)	
1.1	512	RITE (M) Haripur	Haripur
1.2	516	University of Peshawar	Peshawar
1.3	503	RITE (F) Charsadda	Charsadda
1.4	502	RITE (M) Peshawar	Peshawar
1.5	501	RITE (F) Peshawar	Peshawar
1.6	504	RITE Mardan (M)	Mardan
1.7	505	RITE Dargai (F)	Dargai
1.8	506	RITE (F) Kohat	Kohat
1.9	507	RITE (M) Kohat	Kohat
1.10	514	Hazara University DoE Haripur	Haripur
1.11	513	RITE (F) Abbottabad	Abbottabad
1.12	515	Gomal University	DI Khan
1.13	508	RITE (M) DI Khan	DI Khan
1.14	509	RITE (F) DI Khan	DI Khan
1.15	510	Hazara University	Manshera
1.16	511	RITE (F) Manshera	Manshera
1.17	516	RITE-Chitral	Chitral
		Punjab	
2.1		IER, University of the Punjab	Lahore
2.2	303	GCET Faisalabad	Faisalabad
2.3	302	GCET (W) D.G.Khan	DG Khan
		Azad Jammu & Kashmir (AJK)	
3.1	203	GCET (M) Rawalakot	Rawalakot
3.2	204	GCET (F) Rawlakot	Rawalakot
3.3	205	GCET (M) Mirpur	Mirpur
3.4	206	GCET (F) Mirpur	Mirpur
3.5	201	GCET (M) Muzafarabad	Muzafarabad
3.6	202	GCET (F) Muzaffarabad AJK	Muzafarabad
3.7	207	University of AJK	Muzafarabad
		Gilgit Baltistan (GB)	
4.1	601	Government College of Education (F)	Gilgit

4.2	603	Government College of Education (M)	Gilgit
4.3	604	KIU	Gilgit
4.4		RITE-Skardu	Skardu
		Balochistan	
5.1	110	Sardar Bahadur Khan Women University	Quetta

Annexure 5: TraiNet Report 1

Programs Grouped by Activity with Funding

Report Parameters:

End Date Before: 12/31/2011 End Date After: 10/01/2011

Training Program	Location	Start Date		Males	Females	Total Trainees	Budgeted Amount	Actual Amount	Difference
Professional Development Institute -	IC	10/03/2011	10/06/201	1 25	16	41	\$ 13,633	\$ 13,633	\$0
Foundation Module -2	IC	10/10/2011	10/13/201	1 12	17	29	\$ 1,409	\$ 1,409	\$0
Foundation Module -2 Group 4	IC	10/17/2011	10/20/201	1 22	0	22	\$ 2,103	\$ 2,103	\$0
Foundation Module -1	IC	10/18/2011	10/21/201	1 15	11	26	\$ 2,502	\$ 2,502	\$0
Practicum-Part II	IC	10/19/2011	10/20/201	1 21	20	41	\$ 447	\$ 447	\$0
Orientation Semester -3	IC	10/25/2011	10/25/201	1 8	7	15	\$ 274	\$ 274	\$0
Orientation Semester -3	IC	10/26/2011	10/26/201	1 6	2	8	\$ 150	\$ 150	\$0
Orientation Semester -1	IC	10/03/2011	10/05/201	1 32	32	64	\$ 13,151	\$ 13,151	\$0
Foundation Module -2	IC	10/03/2011	10/06/201	1 11	16	27	\$ 2,938	\$ 2,938	\$0
Orientation Semester -1	IC	10/04/2011	10/06/201	1 19	13	32	\$ 3,095	\$ 3,095	\$0
Orientation Semester -1	IC	10/11/2011	10/13/201	1 44	14	58	\$8,809	\$ 8,809	\$0
Orientation Semester -1 ADE, B.Ed (Hons)	IC	10/24/2011	10/26/201	1 9	11	20	\$ 372	\$ 372	\$0
Orientation Semester -1	IC	10/27/2011	10/29/201	1 10	10	20	\$ 372	\$ 372	\$0
ADE /B.Ed. Curriculum Design Meeting /	IC	11/03/2011	11/05/201	1 11	4	15	\$ 163	\$ 163	\$0
Foundation Module -1	IC	10/25/2011	10/28/201	1 17	3	20	\$ 4,027	\$ 4,027	\$0
Foundation Module -1	IC	10/25/2011	10/28/201	1 17	2	19	\$ 465	\$ 465	\$0
Foundation Module -1 , Cohort 2 Colleges	IC	10/25/2011	10/28/201	1 11	12	23	\$ 3,552	\$ 3,552	\$0
Prepatory Meeting of DCTE /University	IC	10/02/2011	10/02/201	1 4	1	5	\$ 191	\$ 191	\$0
TOT Foundation Module -2	IC	11/01/2011	11/03/201	1 21	12	33	\$ 8,252	\$ 8,252	\$0
Curriculum Design Workshop for	IC	11/03/2011	11/05/201	1 13	2	15	\$ 5,426	\$ 5,426	\$0
Foundation Module -2	IC	11/14/2011	11/17/201	1 14	1	15	\$ 321	\$ 321	\$0
Orientation Semester-3	IC	11/16/2011	11/17/201	1 0	8	8	\$ 257	\$ 257	\$0

Programs Grouped by Activity with Funding							PKXPRS			
Training Program	Location	Start Date	End Date	Males	Females	Total Trainees	Budgeted Amount	Actual Amount	Differe	ence
Activity: Pre Service Teacher Educati	on in Pakis	tan (Pre-STE	EP) (Cont'd))						
Orientation Semester-3	IC	11/18/2011	11/19/201	1 11	0	11	\$ 229	\$ 229		\$0
Foundation Module -2	IC	11/21/2011	11/24/201	1 8	1	9	\$ 279	\$ 279		\$0
Foundation Module -2	IC	11/22/2011	11/25/201	1 11	3	14	\$ 471	\$ 471		\$0
Practicum	IC	11/24/2011	11/25/201	1 16	19	35	\$ 578	\$ 578		\$0
Foundation Module -2	IC	11/15/2011	11/18/201	1 0	13	13	\$.377	\$ 377		\$0
Foundation Module -2	IC	11/22/2011	11/25/201	1 16	14	30	\$ 1,986	\$ 1,986		\$0
Teaching of Social Studies Workshop	IC	11/15/2011	11/17/201	1 11	6	17	\$ 5,143	\$ 5,143		\$0
Foundation Module -2	IC	11/22/2011	11/25/201	1 7	6	13	\$ 1,038	\$ 1,038		\$0
HEC Research Initiatives Workshop	IC	11/15/2011	11/17/201	1 4	6	10	\$3,028	\$ 3,028		\$0
Re engaging with Research Team PITE	IC	10/13/2011	10/14/201	1 4	4	8	\$ 119	\$ 119		\$0
Development of Strategic Planning	IC	10/10/2011	10/12/201	1 8	9	17	\$ 1,534	\$ 1,534		\$0
Mathematics Professional Development	IC	12/12/2011	12/16/201	1 17	9	26	\$ 7,583	\$7,583		\$0
ToT Practicum 1	IC	12/12/2011	12/13/201	1 2	3	5	\$ 505	\$ 505		\$0
Practicum 1	IC	12/13/2011	12/15/201	1 13	14	27	\$ 1,417	\$ 1,417		\$0
Foundation Module -2	IC	12/13/2011	12/16/201	1 8	. 8	16	\$ 1,286	\$ 1,286		\$0
Assessment of Professional Development	IC	12/13/2011	12/16/201	1 15	10	25	\$ 9,306	\$ 9,306		\$0
Foundation Module -2	IC	12/13/2011	12/16/201	1 6	6	12	\$ 1,041	\$ 1,041		\$0
Foundation Module -2	IC	12/13/2011	12/16/201	1 5	11	16	\$ 2,238	\$ 2,238		\$0
Practicum 1	IC	12/14/2011	12/16/201	1 3	13	16	\$ 391	\$ 391		\$0
Practicum Module 1	IC	12/14/2011	12/16/201	1 16	19	35	\$ 795	\$ 795		\$0
Practicum 1	IC	12/15/2011	12/17/201	1 40	5	45	\$ 850	\$ 850		\$0
Foundation Module -2	IC	12/20/2011	12/23/201	1 12	8	20	\$ 1,524	\$ 1,524		\$0
Practicum 1	IC	12/20/2011	12/22/201	1 0	26	26	\$ 1,069	\$ 1,069		\$0
Orientation /TOT Practicum 1	IC	12/21/2011	12/23/201	1 12	4	16	\$ 640	\$ 640		\$0
Foundation Module -2	IC	12/27/2011	12/30/201	1 6	6	12	\$ 601	\$ 601		\$0
Practicum-2	IC	12/20/2011	12/21/201	1 0	27	27	\$ 391	\$ 391		\$0
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		Totals for Rep	ort	668	517	1185	\$ 127,590	\$ 127,590	\$1
		Totals for Activity:	668	517	1185	\$ 127,590	\$ 127,590	\$0	
Situational Analysis for Pre-Service	IC	12/23/2011	12/23/201	1 13	6	19	\$ 378	\$ 378	\$0
Teaching of English Curriculum &	IC	12/20/2011	12/23/2011	1 13	9	22	\$ 8,650	\$ 8,650	\$0
Practicum 1	IC	12/29/2011	12/31/2011	1 18	17	35	\$ 702	\$ 702	\$0
Foundation Module -2	IC	12/28/2011	12/31/201	1 6	9	15	\$ 1,127	\$ 1,127	\$0
Consultative Workshop On Teacher	IC	12/27/2011	12/28/2011	1 25	12	37	\$ 405	\$ 405	\$0
Activity: Pre Service Teacher Educ	ation in Pakis	tan (Pre-STE	P) (Cont'd)						
Training Program	Location	Start Date	End Date	Males	Females	Total Trainees	Budgeted Amount	Actual Amount	Difference
Programs Grouped by Activity with Funding	g						PKXPRS		

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Page 3

Annexure 6: TraiNet Report 2

Programs Grouped by Activity with Funding

Report Parameters:

Start Date After: 01/01/2012 End Date Before: 01/31/2012 Program Status: Completed Location: In Country

Training Program	Location	Start Date	End Date	Males	Females	Total Trainees	Budgeted Amount	Actual Amount	Differe	nce
Activity: Pre Service Teacher Education	n in Pakis	tan (Pre-STE	P)							
ToT Orientation of 3rd semester	IC	01/02/2012	01/02/201	2 3	5	8	\$ 196	\$ 196		\$0
orientation of 3rd Semester	IC	01/03/2012	01/04/201	2 3	12	15	\$ 456	\$ 456		\$0
Practicum Module 1	IC	01/04/2012	01/06/201	2 12	8	20	\$ 847	\$ 847		\$0
Practicum Module 1	IC	01/04/2012	01/06/201	2 32	8	40	\$ 1,603	\$ 1,603		\$0
orientation of 3rd Semester	IC	01/06/2012	01/07/201	2 0	22	22	\$ 673	\$ 673		\$0
Practicum Module 1	IC	01/10/2012	01/12/201	2 26	8	34	\$ 1,920	\$ 1,920		\$0
Practicum 1Workshop	IC	01/10/2012	01/12/201	2 19	0	19	\$ 1,944	\$ 1,944		\$0
Practicum Module 1	IC	01/10/2012	01/12/201	2 21	13	34	\$ 1,591	\$ 1,591		\$0
Curriculum Design Workshop-Curriculum	IC	01/10/2012	01/12/201	2 7	6	13	\$ 6,861	\$ 6,861		\$0
National Research Seminar	IC	01/10/2012	01/13/201	2 41	18	59	\$ 28,965	\$ 28,965		\$0
Practicum Module II	IC	01/24/2012	01/25/201	2 0	18	18	\$ 195	\$ 195		\$0
Practicum I Workshop for GCET (F) Mirpur	IC	01/23/2012	01/25/201	2 0	21	21	\$ 1,035	\$ 1,035		\$0
Practicum 1	IC	01/24/2012	01/26/201	2 18	12	30	\$ 1,917	\$ 1,917		\$0
Practicum I for GCET (M) Muzaffarabad	IC	01/25/2012	01/27/201	2 25	2	27	\$ 795	\$ 795		\$0
Education Psychology Course design	IC	01/26/2012	01/28/201	2 9	7	16	\$ 1,544	\$ 1,544		\$0
Practicum Module II	IC	01/30/2012	01/31/201	2 3	34	37	\$ 552	\$ 552		\$0
Practicum II	IC	01/30/2012	01/31/201	2 19	34	53	\$ 747	\$ 747		\$0
Orientation Workshop for Semester 4	IC	01/16/2012	01/17/201	2 13	6	19	\$ 1,652	\$ 1,652		\$0
TOT Practicum Module Part 2	IC	01/18/2012	01/19/201	2 31	12	43	\$8,396	\$ 8,396		\$0
Practicum Part 1 Workshop	IC	01/25/2012	01/27/201	2 1	29	30	\$ 1,167	\$ 1,167		\$0
Practicum Module Part 1	IC	01/11/2012	01/13/201	2 6	2	8	\$ 220	\$ 220		\$0
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Programs Grouped by Activity with Fu	ınding						PKXPRS		
Training Program	Location	Start Date	End Date	Males	Females	Total Trainees	Budgeted Amount	Actual Amount	Difference
Activity: Pre Service Teacher E	ducation in Pakista	n (Pre-ST	EP) (Cont	'd)					
	Т	otals for Acti	vity:	289	277	566	\$ 63,276	\$ 63,276	\$0
	91	otals for Reg	ort:	289	277	566	\$ 63,276	\$ 63,276	\$0

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Teacher Education Project (Pre-STEP)

PRESS CLIPPINGS

Publication: Daily Jang	Date: 08-03-2012	Circulation:		
Web link: http://e.jang.com.pk/03-08-2012/pindi/ page2.asp				
Combine Circulation:	Page: 2	Country: Pakistan		
Journalist:	Dateline: -	Language: Urdu		
No Of Clippings: 1	***************************************	ELVISOR TO SERVICE CONTROL CON		
Clipping Made By: Media and Comm	unications Department			



1



Teacher Education Project (Pre-STEP)

PRESS CLIPPINGS

Publication: The Nation	Date: 21-02-2012	Circulation:		
Web link:				
Combine Circulation:	Page: 17	Country: Pakistan		
Journalist:	Dateline: -	Language: English		
No Of Clippings: 1				
Clipping Made By: Media and	Communications Department			

USAID awards 20 grants for research in Pakistan

OUR STAFF REPORTER

Latiore - The USAID Teacher Education Project (Pre-STEP) organized a cheque distribu-tion ceresnony at the University of Education Township here the other day,

Dr. Amjad Saqib, representa-tive of the USAID Teacher Education Project, presented the Vice Chancellor University of Education, Dr Fair al-Hasan with a cheque amounting to Rs 297,000 as first installment. A total of Rs 1.5 million (approx) will be disbursed in the next 11 months and this amount will be



LAHORE: Naveed All Awan, Imrana Safdar, Zarghuna Naseem, VC UE Township Dr. Falz-ul-Hasan, Dr. Amjad Saqib and Dr. Khalid Mahmood at the Research Grant Award ceremony.

months and this amount will be used to conduct research into the Pedagogical Practices of Teacher Educators in Bachelors of Education (B.Ed) Honors Elementary and Associate Degree in Education (ADE) Programs.

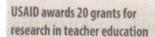
The grant was awarded after a rigorous review process, conducted by the Research Evaluation and Advisory Committee attorned and Advisory Committee. ribes for abort termismal-scale, action or (REAC), led by the Higher Education and Advisory Committee or (REAC), led by the Higher Education Departments of Education Project of REAC comprises representatives of the Higher Education Commission and experienced of the researches working in Pakistan and overseas.

At least 20 grants are being



PRESS CLIPPINGS

Publication: Pakistan Today	Date: 21-02-2012	Circulation:
Web link:		
Combine Circulation:	Page: 23	Country: Pakistan
Journalist:	Dateline: -	Language: English
No Of Clippings: 1	100100000	
Clipping Made By: Media and C	ommunications Department	





LAHORE: The USAID Teacher Education Project (Pre-STEP) organised a cheque distribution ceremony at the University of Education Township here the other day. Dr Amjad Saqib, representative of the USAID Teacher Education Project, presented the Visce Chancellor University of Education, Dr Faiz-ul-Hasan with a cheque amounting to RS297,000 as first installment. A total of RS1.5 million (approx) will be disbursed in the next 11 months and this amount will be used to conduct research into the Pedagogical Practices of Teacher Educators in Bachelors of Education (B Ed) Honors Elementary and Associate Degree in Education (APE) Programmes. The grant was awarded after a rigorous review process, conducted by the Research Evaluation and Advisory Committee (REAC), led by the Higher Education Commission (HEC). REAC comprises representatives of the Higher Education Commission and experienced education researchers-working in Pakistan and overseas. PRESS MLEASE



PRESS CLIPPINGS

Publication: Dawn	Date: 22-02-2012	Circulation:
Web link:		
Combine Circulation:	Page: 17	Country: Pakistan
Journalist:	Dateline: -	Language: English
No Of Clippings: 1		
Clipping Made By: Media and	d Communications Department	

SCHOLARSHIPS: The USAID Teacher Education Project (Pre-STEP) has awarded scholarships to students of BEd (Honours) Elementary at the Institute of Education and Research, Punjab University.
Scholarships worth Rs300,000 were distributed to top 15 students of the third semester of B.Ed Honours (Elementary) at the IER.



PRESS CLIPPINGS

Publication: Pakistan Today Web link: http://isssu.com/abidoon/docs/lbr_22-02-2012_layout 1/11	Date: 22 Feb, 2012	Circulation:
Combine Circulation:	Page:10	Country: Pakistan
Journalist: Asher Butt	Dateline: Lahore, Staff Report -	Language: English
No Of Clippings : 1		
Clipping Made By: Media and Commi	unications Department (Punjab)	

USAID encourages teaching the teachers

LAHORE TAFF BEROR

The USAID Teacher Education Project (Pre-STEP) awarded scholarships to the students of the B Ed.
Honours Elementary at the Institute of Education and Research (IER), University of the Punjab. The event was attended by Project officials and senior faculty members of the IER. Scholarships to the tune of Rs 300,000 were distributed among the top 15 students of the third semester of B Ed. Honors (Elementary) at the IER. The scholarships will encourage students to give better results and will set a healthy academic tradition besides providing financial help to the young students.



PRESS CLIPPINGS

Publication: The Nation	Date: 22 Feb, 2012	Circulation:
Web link: http://www.nation.com.pk/pakistan-news-newspaper- daily-english-online/lahore/22-Feb-2012/usaid-schola rships-for-future-teachers		
Combine Circulation:	Page:14	Country: Pakistan
Journalist: Mansoor Malik	Dateline: Lahore, Staff Report -	Language: English
No Of Clippings : 1		
Clipping Made By: Media and Commi	unications Department (Punjab)	

USAID scholarships for future teachers

OUR STAFF REPORTER

LAHORE - The USAID
Teacher Education Project
(Pre-STEP) awarded scholarships to the students of the B.

Fig. Honors Elementary at the

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will set a healthy academic tradition besides providing financial

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Scholarships to the tune of Rs. 300,000 were distributed among top 15 students of the third semester of B. Ed. Honors (Elementary) at the IER. The scholarships will encourage students to give better results and



PRESS CLIPPINGS

Publication: Nawa-Waqt Web link: http://www.nawaiwaqt.com.pk/E-Paper/Lahore/2012- 02-21/page-5/detail-21	Date: 21 Feb, 2012	Circulation:
Combine Circulation:	Page:5	Country: Pakistan
Journalist: Zahirl Hasan	Dateline: Lahore, Staff Report -	Language: Urdu
No Of Clippings: 1		
Clipping Made By: Media and Commi	unications Department (Punjab)	





PRESS CLIPPINGS

Publication: Pakistan Today	Date: 02-02-2012	Circulation:
Web link:		
Combine Circulation:	Page: 09	Country: Pakistan
Journalist:	Dateline: -	Language: English
No Of Clippings : 1		
Clinping Made By: Media and C	ommunications Department	

USAID to build education facilities at seven universities

STAFF REPORT

The USA will build new buildings for faculty education at six Pakistani universities and renovate a seventh educational facility.

The \$15 million construction initiative was officially launched at the Higher Education Commission, where the United States Agency for International Development (USAID) representatives signed a Memoranda of Duderstanding with representatives of the seven universities.

the seven universities.

The construction will take place over the next two years. The new and renovated buildings will eventually facilitate 2,000 students and 100 faculty members each year.

USAID Deputy Director for Pakistan Karen Freeman said: "Pakistan and the United States have enjoyed a long and productive relationship that spans over more than 60 years and covers a variety of fields. Today's ceremony is yet another expression of the US gov-

ernment's long-term commitment to help build a stronger, more prosperous Pakistan."

Higher Education Commission Chairman Dr Javaid Laghari appreciated the efforts of the USAID for improving the quality of education in Pakistan.

USAID will construct new buildings at the Sardar Bahadur Khan Women University in Quetta; the Hazara University in Mansehra; the University of Education in Lahore; the University of Sindh in Hyderabad; the University of Karachi and the Sardar Abdul Latif University in Khairpur (Sindh). The agency will also renovate the Institute of Education and Research at the University of the Punjab. These new facilities will support the implementation of two new degree programmes, including a four-pear Bachelor's Degree in Education (B.Ed.) and a two-year Associate Degree in Education with the US to increase the cuasity of the training given to college and university leachers.



PRESS CLIPPINGS

Publication: Dateline Islamabad	Date: 02-02-2012	Circulation:
Web link:		
Combine Circulation:	Page: 05	Country: Pakistan
Journalist:	Dateline: -	Language: English
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Clipping Made By: Media and Cor	nmunications Department	



WORKING TOGETHER: De Sohail H Naspi, the Essentive Director HEC, and Dr Mahmoodul Hao Bott on behalf of the UNAID signing the MoU Wednesday. — Dateline

US to develop infrastructure for 7 Pakistani varsities

B ALMAS HADDER NACYS

derabad, University of Karachi, and Sarlar Abdul Latif University Khairpur (Sindh), would be suffusitivene for development of education sector.

The agreement to this effect was made at an Mod signing ceremony Wednesday between United States Agency for International Development (USAND) and seven Pakistani universities.

The Mod signing ceremony was held at HEC in which Karne Freeman USAND Deporty Mission Director, Dr Javaid Laghari HEC Chairmana, and vice-chancelors of the seven universities attended the ceremony.

Under the project, buildings for faculties of Stards Balandur Khan Women University optical, Hazara University in Manuchea, University of Education in Labore, University of Stodh, Hy-



PRESS CLIPPINGS

- 3	Country: Pakistan
	Language: English
	-3 Department

USAID, varsities sign MoUs

ISLAMABAD: The United Kurachi in Karachi; and the new degree programmes, a States will build new Faculty. Sardar Abdul Latif University four-year Bachelor's Degree in of Education buildings at six in Khatrpor (Sindh). The US. Education (B.Ed.) and a two-pakistani universities and reno-will also help renovate the year. Associate Degree in vate a seventh education facili-institute of Education and Education (ADE) designed by, as part of an agreement. Research at the University of with US support to increase the signed between the universities the Punjab.

and the US Agency for These new facilities will supInternational Development port the implementation of two the new buildings will be used
(USAID), here on Wodnesday.

The construction will take place over the next two years and the new and renovated buildings will eventually house approximately 2,000 students and 100 faculty members each

"Pakistan and the US have "Pakistan and the US have enjoyed a long and productive relationship that spans more than 60 years and covers a variety of fields. Today's cere-mony is yet another expression of the US government's long-term committeent to help build. a stronger, more prosperous Pakistan," said Karen Freeman, USAID Deputy Director for Pakistan during the ceremony, Dr Javaed Laghari, Chairman of the Higher Education!

Commission appreciated the efforts of the US government for improving the quality of education across the country.

As part of the agreement, the US will construct new Faculty of Education buildings at the Sardar Bahadur Khan Women University in Quetta: the Hazara University in Manschra: the University of Education in Labore; the University of Stadh in Hyderahad; the University of



PRESS CLIPPINGS

Publication: The News	Date: 03-02-2012	Circulation:
Web link:		
Combine Circulation:	Page: 11	0

US to help 7 universities construct, rehabilitate their education faculties



USAID Deputy Discourt for Patietan Earns Processes, Higher Education County Sibn Chairman Dr Javaill & Legher, AEC Executive Director De Saball Regist and re-resentatives of seven nativersities at the signing cornmany in Islamabad.

The United States will build four year Bachelor' Degree in State-Degree in Education and a two-year Assonate Percent and reversities and recrowde a seventh education in facility, as part of an agreement signed Wediresday between the universities and the USA Agency for International Development (USAID) sand known across the country and 10 facility of education assistance.

The United States will build four year Backelor' Degree in State-Degree in Education in the class of Facility of Education in Higher Education in Character of the USA Agency for International Development (USAID) sand known and the United States have enjoyed a long and productive realizational productive realizations) and 100 facility of education in the USA Agency for International Development (USAID) sand known and the United States have enjoyed a long and productive realizations in pricellies.

The United States will build be a state of the construction and a two-year Assonation and a two-year Assonation in the University of Education in the University of Education in the University of Education in Education in Education in the University of Education in States have enjoyed a long and productive realizations in pricellies.

The USAID implementing partners and learning I am very prood to the construction and rehabilitation of Facility of the USAID in Production in State Construction to the USAID separate equality of education in Education in State Construction on the USAID Separate example of the USAID separate example



PRESS CLIPPINGS

Date: 02-02-2012	Circulation:
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Page: 14	Country: Pakistan
Dateline:	Language: English
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US to build, rehab education facilities

The United States will build new faculty of education buildings at six Pakistani universities and retionate a seventh education facilits, as part of an agreement signed Wednesday between the universities and the US Agency for International Development (USAID).

The construction will take place over the next two year and the new and renovated buildings will exentually house approxi-mately 2,000 students and 100 faculty members each year. Pakastan and the United

Pakastan and the United States have enjoyed a long and productive relationship that spans more than Ol years and covers a variety of fields. Today's ceremony is yet another rocay s ceremony styrt another expression of the US govern-ment's long-term commitment to brilp build a stronger, more prosperous Pakistan,' saud Kæren Freemar, USAID Deputy Director for Pakistan during the ceremony. Dr. Javaid Laghari, chairman of the Higher Educa-tion Commission appreciated the efforts of the United States Government for improving the quality of education across the ecentry.

The \$15 million construction initiative was officially launched today at the Higher Education Commission, where representatives of the US Agency for later national Development (USAID) signed Memoranda of Understanding with representatives of the seven universities. As part of the agreement, the United States will construct new Faculty of Education buildings at the Sur-Education buildings at the Sur-Education buildings at the Sur-Education buildings at the Sar-dar Hahadur Khan Women University in Quetta; the Huzara University in Manselira, the Uni-versity of Education in Labore. the University of Sindh in Hy-derabad; the University of Karachi in Karachi, and the Sar-dar Abdul Latif University in States will also help renovate the Institute of Education and Research at the University of the Punjab. — PPI



PRESS CLIPPINGS

Publication: Pakistan Observer Web link:	Date: 02-02-2012	Circulation:
Combine Circulation:	Page: 09	Country: Pakistan
Journalist:	Dateline: -	Language: English
No Of Clippings : 1		
Clipping Made By : Media and C	ommunications Department	





PRESS CLIPPINGS

Publication: Statesman Peshawar	Date: 02-02-2012	Circul ation:
Web link:		
Combine Circulation:	Page:	Country: Pakistan
Journalist:	Dateline: -	Language: English
No Of Clippings : 1		
Clipping Made By: Media and Co	mmunications Department	

US to help Hazara University to construct and rehabilitate

PESHAWAR: The United States will construct new buildings for the faculties of education at six universities across the country and help renovate the existing facilities at one more university in the next two years.

USAID Deputy Director for Pakistan Karen Freeman speaking at the MoU signing ceremony said this is yet another expression of US Government's long term commitment to help build a stronger, more prosperous Pakistan.

Dr Javaid Lughari, Chairman HEC appreciated the efforts of the US Government for improving the quality of education across the country.



PRESS CLIPPINGS

Publication: The Nations (Khi) Web link:	Date: 02-02-2012	Circulation:
Combine Circulation:	Page:	Country: Pakistan
Journalist:	Dateline: -	Language: English
No Of Clippings : 1		
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US to help 7 varsities develop new faculties CAM STAP RECORTER KARACHI - Over the send two years, the US will columns were buildings for education tendings of the control of the two control of the control the the



PRESS CLIPPINGS

Publication: The Nations (Khi) Web link:	Date: 02-02-2012	Circulation:
Combine Circulation:	Page:	Country: Pakistan
Journalist:	Dateline: -	Language: English
No Of Clippings: 1		
Clipping Made By: Media and C	ommunications Department	

USAID to build, rehabilitate facilities at seven Pak varsities

at seven Pak varsities

ISLAMABAD: The United States will build new faculty of education buildings at six Pakistani universities and renovate a several education facility, as part of an agreement signed on Wedness and be US Agency for International Development of the US Agency for International Development (USAID) signed Memoranda of Understanding with representation between the universities and the US Agency for International Development (USAID) signed Memoranda of Understanding with representation between the mext two years and the new and renovated buildings will eventually house approximately 2,000 students and 100 faculty members each year. "Pakistan and the United States have enjoyed a long and productive relationship that spars more than 60 years and covers a variety of fields. Today's cremoner is yet another expression of the US government's long-term commitment to helphaid a stronger, more prospersors Pakistan, said Karen Frierman, USAID Deputy Director for Pakistan, during the ceremony. Dr. Javaid Laghari, Chairman of the Higher Education of Pakistan, during the ceremony. Dr. Javaid Laghari, Chairman of the Higher Education of renovate the Institute of the Uise States government for improving the quality of education and Besearch at the University of the Punjab. These ew facilities will support to increase the quality of the University of Agreement of the University of the Punjab. These ew facilities will support to increase the quality of the University of the Punjab. These expression of the USA States government for improving the quality of education and Besearch at the section across the country.

The \$15 million construction initiative was officially launched to the province of the p



PRESS CLIPPINGS

Publication: Asas (Isb) Web link:	Date: 02-02-2012	Circulation:
Combine Circulation:	Page:	Country: Pakistan
Journalist:	Dateline: -	Language: Urdu
No Of Clippings: 1		
Clipping Made By: Media and	d Communications Department	

"AGREEMENTS SIGNED BY USAID TO GIVE \$15 MILLION TO SEVEN PAKISTANI UNIVERSITIES"

Agreements have been signed regarding the giving of \$15 million aid to 7 Pakistani universities. USAID Deputy Director, Karen Freeman said that investment in the education sector by America is an expression of US Government's long term commitment to help build a stronger, more prosperous Pakistan. The aid will be spent on the infrastructure of universities, training of teachers and on various research projects.





PRESS CLIPPINGS

Publication: AWAM (Khi)	Date: 02-02-2012	Circulation:
Web link:		
Combine Circulation:	Page:	Country: Pakistan
Journalist:	Dateline: -	Language: Urdu
No Of Clippings: 1		
Clipping Made By: Media and	Communications Department	

"AMERICAN GOVERNMENT WILL CONSTRUCT NEW INFRASTRUCTURE IN SIX PAKISTANI UNIVERSITIES"

American government in the next two years will construct new buildings for the education faculties in six universities of Pakistan and reconstruction will be done in another university. University is not the country including the Karachi University signed memorandum of Uniderstanding with the US government. American government is financially assisting the educational institutions of Pakistan. USAID has also started a program for teacher education in the University of Karachi.







PRESS CLIPPINGS

Publication: Express (Khi) Web link:	Date: 02-02-2012	Circulation:
Combine Circulation:	Page:	Country: Pakistan
Journalist:	Dateline: -	Language: Urdu
No Of Clippings : 1		
Clipping Made By: Media and	Communications Department	

"USAID WILL GIVE \$ 15 MILLION FOR SEVEN GOVERNMENT UNIVERSITIES"

American agency USAID will give \$15 million for the reconstruction of seven government universities in Pakistan. Universities of the country including the Karachi University signed memorandum of Understanding with the US government. American government is financially assisting the educational institutions of Pakistan. USAID has also started a program for teacher education in the University of Karachi.





PRESS CLIPPINGS

Publication: Jang (Khi) Web link:	Date: 02-02-2012	Circulation:
Combine Circulation:	Page:	Country: Pakistan
Journalist:	Dateline: -	Language: Urdu
No Of Clippings: 1		
Clipping Made By: Media and	d Communications Department	

"THE QUALITY OF EDUCATION SHOULD BE IMPROVED WITH US AID: DR. JAVED LEGARI"

American government in the next two years will construct new buildings for the education faculties in six universities of Paleistan and reconstruction will be done in another university. Universities of the country including the Karachi University signed memorandum of Understanding with the US government. American government is financially assisting the educational institutions of Paleistan. USAID has also started a program for teacher education in the University of Karachi.





PRESS CLIPPINGS

Publication: Juraat (Khi)	Date: 02-02-2012	Circulation:
Web link:		
Combine Circulation:	Page:	Country: Pakistan
Journalist:	Dateline: -	Language: Urdu
No Of Clippings : 1		
Clipping Made By: Media and	Communications Department	





PRESS CLIPPINGS

Publication: Khabrain (Isb)	Date: 02-02-2012	Circul ation:
Web link:		
Combine Circulation:	Page:	Country: Pakistan
Journalist:	Dateline: -	Language: Urdu
No Of Clippings : 1		
Clipping Made By: Media and	Communications Department	

"USAID WILL GIVE SEVEN PAKISTANI UNIVERSITIES \$15 MILLION AID, AGREEMENTS SIGNED"

Agreements have been signed regarding the giving of \$15 million and so 7 Pakistani universities. USAID Deputy Director, Karen Freeman said that investment is the education sector by America is an expression of US Government's long term commitment to help build a stronget more prosperous Pakistan. The aid will be spent on the infrastructure of universities, stabing of teachers and on various research projects.





PRESS CLIPPINGS

Publication: Mushtaq (Lhr) Web link:	Date: 02-02-2012	Circulation:
Combine Circulation:	Page:	Country: Pakistan
Journalist:	Dateline: -	Language: Urdu
No Of Clippings : 1	- Holeson	
Clipping Made By : Media and	Communications Department	

"NEW INFRASTRUCTURE WILL BE BUILT IN SIX UNIVERSITIES INCLUDING UNIVERSITY OF KARACHI"

American government in the next two years will construct new buildings for the education faculties in six universities of Pakistan and reconstruction will be done in another university. Universities of the country including the Karachi University signed memorandum of Understanding with the US government. American government is financially assisting the educational institutions of Pakistan. USAID has also started a program for teacher education in the University of Karachi.



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PRESS CLIPPINGS

Publication: Naya Akhbar (Khi)	Date: 02-02-2012	Circulation:
Web link:		
Combine Circulation:	Page:	Country: Pakistan
Journalist:	Dateline: -	Language: Urdu
No Of Clippings : 1		
Clipping Made By: Media and Co	ommunications Department	

"NEW INFRASTRUCTURE WILL BE BUILT IN SIX UNIVERSITIES INCLUDING UNIVERSITY OF KARACHP"

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PRESS CLIPPINGS

Publication: Pakistan (Isb)	Date: 02-02-2012	Circulation:
Web link:		
Combine Circulation:	Pag e:	Country: Pakistan
Journalist:	Dateline: -	Language: Urdu
No Of Clippings: 1		
Clipping Made By: Media and C	Communications Department	

"AMERICAN WILL GIVE \$15 MILLION FOR THE FACULTY OF EDUCATION IN UNIVERSITIES"

Agreements have been algred regarding the giving of \$15 million aid to 7 Pakistani universities for the faculty of education. USAID Deputy Director, Kanen Freeman and that investment in the education sector by Americs is an expression of US Government's long term commitment to help build a stronger, more prosperous Pakistan. The aid will be spent on the infrastructure of universities, training of teachers and on various research projects.

